
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.
CHICAGO OFFICE.....2500 Prairie Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One dollar, the year. Ten cents, the copy. Copyright, 1929, by the Gregg Publishing Company.

Vol. IX

MAY, 1929

No. 9

Training Your Typists for Business

By *Esta Ross Stuart*

Author of "The Typist at Practice" and "The Stuart Objective Tests in Typewriting"

*Director of Typing, Berkeley (California) High School, and Instructor in Teachers College, Columbia University,
Summer Sessions, 1928 and 1929*

WHEN do you begin Business Training in your Typing Course? Almost every Supervisor of Typing has a different idea as to when this training should begin and of what it should consist. While the knowledge of and skill in the use of certain machines, appliances, and devices should be left until the second, or the third year of the course, real training for business, like real training for the contest, should begin on the first day when the student learns the value of the typewriter and the important part it plays in speeding the work of the commercial world.

The success of a typist in business—unlike that of the speed operator—does not depend entirely on automatic manipulation of the machine, even though that manipulation may be perfect and at a high rate of speed. Personality, tact, judgment, initiative, poise, perseverance, and courtesy must be coupled with skillful performance at the machine, if the typist is to be a success in the business office of today.

In the average classroom where the typing period is but forty minutes in length, there

is little time for lectures on the "ethics" of the office typist. This is not the loss that it may seem, because "actions speak louder than words." The wise teacher will organize her classroom into a regular business office and conduct it in such a manner that each student typist will feel that he is not just *training for business* but that he occupies a real position in the classroom business office.

Create an Office Atmosphere

The student in your classroom knows nothing about the "office atmosphere" with which you try to surround him, but every high school student loves to "act," and as soon as the stage is "set" and the atmosphere is "created" he will enter with enthusiasm into the spirit of this business office.

On the first day, when you explain the value of becoming a skillful operator in order to succeed as a typist, emphasize also the value of this business training. Helen Marie will, no doubt, inform you that she is not taking a *business course*. She is only taking the sub-

ject in order to type her college themes. Say to Helen Marie, Mary Ellen, and all the rest, that this is a business office and everyone in it is expected to comply with the rules of the firm. Those who do not expect to go into an office when they finish the course, should consider this training as an investment, like a savings account in the bank—something they may draw on in an emergency.

When you work out the organization of your office, place your desk in such a position that it and a small area around it may be considered your "Private Office." No one should enter this area without permission—there is nothing businesslike in the appearance of a group of students hanging around the desk of the instructor. Require all students to be courteous at all times, not only to you, but to each other. Tell the students that in order to get the "real atmosphere" of business you will assume that this is an office in which each employee is paid by the line—one cent a line. Point out that if John could have written ten lines while Robert was asking him for information, Robert has taken ten cents from John's pay for that hour. The least that Robert can do to repay John for his loss is to apologize for taking his time. The "habit of courtesy" develops rapidly, and soon the employees take pride in this atmosphere. Why is it that employers are constantly reminding school officials whose business it is to place students, that the first thing they impress on a new employee is the necessity for courtesy? Perhaps it is because we have lectured too much and practised too little. Lectures on courtesy will not make boys and girls courteous, but if the classroom is a business office in which they *must be courteous* in order to receive a passing grade, it is surprising how quickly they will apply themselves to the practice of courtesy.

Make a careful study of the organization of your office.* When you appoint your Office Manager and Assistants, you should have the duties of each one definitely in mind. Write these out, if necessary, in order that you may not omit any detail of a perfectly organized unit. It will take about one week to get the office to "running itself," and after that time you will have a classroom which you will be proud to have any supervisor, principal, or state official enter, whether you are "in" or "out."

That First Week

I almost said that you succeed or fail according as you conduct the first week. Final success depends upon it. You are making first impressions; you are laying the foundation for skillful manipulation of the machine; you are

instructing in the formation of habits that are to last a life-time. The members of the class may have every appearance of giving you all their attention, but each one is consciously or sub-consciously seeking to discover just how accurately he must follow you to "get by"; just how carefully he will have to conform to this office routine you have outlined; to just what degree you practise all you preach. In other words he is "sizing up" you and your "office atmosphere" and determining on his own line of procedure for the semester. If he makes up his mind that there is keen competition in this office; that he must be always on the alert if he is to hold his own; that he must be courteous in all his dealings; that he must put forth his maximum effort at all times to win success; you will have a successful semester. If, on the other hand, he detects weaknesses in you or your organization, he will take advantage of every opportunity to be a "slacker," and you will find it impossible to finish with a maximum accomplishment.

Business Habits from the Beginning

Since the employees in this office are paid by the line, they take their seats and begin work as soon as they enter the room, instead of waiting for the tardy bell. Each typist understands that he is always expected to "warm up" by practising alphabetical sentences, number drills, or other practice material with which he is provided. This tones him up to the proper "pitch" for the assignment which follows.

Every office has a certain amount of work that must be finished each day, and there should be just as definite an assignment for each day in the classroom office. It is your business as instructor to find out, if you do not already know, how much the student should be expected to accomplish in one recitation period. The assignment should be so reasonable that no student will be nervous because he fears that he may not be able to complete his work on time. Do not worry over the student who will finish early, and do not spend a great deal of time providing him with something extraordinary to do. Have it understood that all time left after completing the regular assignment should be spent in practising to increase speed and improve accuracy, with the purpose of "speeding up" every type of work. If every operator is tested against time, periodically, no superior student is going to lose an opportunity to practise with the purpose of reducing his own time and bringing his own product as near as possible to perfection.

The beginning typist should be "timed" for a few minutes every day from the start, in

* Such an organization is described in *THE TYPING TEACHER AT WORK*

order that he may learn to work against time without strain. The first copy which is written against time should not be graded. It should be done in a spirit of friendly competition, to see who can write for a given time *without error*. One minute is long enough to begin with, and the test should be on something familiar, so the writer will feel perfectly at ease. He soon takes pleasure in this type of work if he *competes with himself*. Do not emphasize competition with his neighbor, because he may know that he cannot reach that goal, but it is always possible for him to show improvement over his own previous record. Every normal high school student not only can be taught to work against time, but he will learn to enjoy it, and to appreciate his superiority over the student trained by the "work-when-you-feel-like-it" method.

During the first semester, in addition to learning to write straight copy, he should learn to center accurately and rapidly; to do simple tabulating; to write on a line, to insert missing letters in perfect alignment; and to carry out simple instructions without having them repeated to him. When I say that he should be able to do these things, I do not mean that he has finished the semester with a budget of 25 centered paragraphs, 20 pages of neatly tabulated columns, 10 exercises where he has written on lines, and 5 exercises in which he inserted words or letters which had been omitted. What I mean is, that he has passed enough tests on each of these operations to prove that he can perform them accurately and that he has established his minimum time on each type of work. Test scores for all students taking Typing should be posted, properly spaced, from the highest to the lowest, and every student should know definitely just where he stands in relation to every other member of his class.* He may also keep a graph which shows the class median and his own score over a period of time. If he constantly keeps in mind his standing among his fellows in school he will have a better idea concerning his chances when he leaves.

The high school student is capable of concentrated effort for short periods only, but it is surprising how much he can accomplish if his energies are directed. Habits of definite planning, definite thinking, and definite accomplishment are first-semester contributions to his business training. He also learns that he must accept the grade, or wage, which his accomplishment in a definite period of time earned. He may have another chance on another day and on a different task, but he is given no opportunity to make repeated efforts on the same exercise. When this type of student goes to work, he never expects his employer to correct his first copy and permit him

to rewrite it. He learns to analyze his faults and make plans for tomorrow's improvement and a better wage. It becomes a fixed habit with him to perform every task in the shortest possible time without any sacrifice in accuracy or beauty in arrangement. Since he always clears up his desk each day and checks in his work with the Office Manager, he will not have to be told that he is expected to finish his work and clear up his desk before he leaves.

A Typical Week in the First Semester

The Tenth Week

MONDAY—*First Ten Minutes*—Keyboard Drill. Practise this set of short paragraphs, each of which contains all the letters of the alphabet:

He did not ask for it. Be quick; jump from the box. Will you give him the large size? (87 strokes)

Six queer boys called, this morning. They came to ask for just pay. They were very zealous. (93 strokes)

Mr. Zeller came home, today. Will you give your quill pen to him? He will then ask for a new top for your jewel box. (117 strokes)

This is a very cold, frosty day. It is twenty degrees below zero. Max will jump quickly to keep warm. (103 strokes)

The first three or five minutes are spent in writing the paragraphs to music. The remainder of the ten minutes is given over to one-minute tests, repeating one paragraph for the one minute—the object being to cover the alphabet at the highest possible speed with perfect accuracy. A minute test should be considered worthless if it contains an error.

Second Ten Minutes—Controlled Test on Straight Copy. The student should have some artificial means of control until he can become entirely self-controlled. A phonograph record which will require between 100 and 125 strokes per minute is used.† This does not push the speed of any one in the class. Straight copy is written at this rate for five minutes. It is checked according to International Contest Rules. This is the custom in writing all tests.

Third Ten Minutes—Uncontrolled Test on Straight Copy. It is understood beforehand that each student participating is to prepare for this test without any conversation between it and the controlled test. He is expected to keep the poise which he acquired during the controlled test.

TUESDAY—There should be at least one lesson each week which requires the use of all the figures during the entire typing course. More high school graduates return to adult evening school to learn or review numbers than any other operation which they were supposed to have mastered. The student should

* THE STUART OBJECTIVE TESTS IN TYPEWRITING may be used for the final tests in these operations

† Rational Rhythm Record Number 3 or 5

increase his skill in writing numbers by regular practice throughout the course.

First Fifteen Minutes—Repeat the following group of exercises at least twice.

FIRST-FINGER EXERCISE

417 516 674 746 741 156 764 476 174 615 747 714 165

SECOND FINGER

31	33	38	34	37	35	36
41	43	48	44	47	45	46
51	53	58	54	57	55	56
61	63	68	64	67	65	66
71	73	78	74	77	75	76
81	83	88	84	87	85	86

THIRD FINGER

9101	9103	9108	9104	9107	9105	9106
9201	9203	9208	9204	9207	9205	9206
9301	9303	9308	9304	9307	9305	9306
9401	9403	9408	9404	9407	9405	9406
9501	9503	9508	9504	9507	9505	9506
9601	9603	9608	9604	9607	9605	9606
9701	9703	9708	9704	9707	9705	9706
9801	9803	9808	9804	9807	9805	9806

ALL FINGERS

10	19	11	18	17	13	16	14	15
20	29	21	28	27	23	26	24	25
30	39	31	38	37	33	36	34	35
40	49	41	48	47	43	46	44	45
50	59	51	58	57	53	56	54	55
60	69	61	68	67	63	66	64	65
70	79	71	78	77	73	76	74	75
80	89	81	88	87	83	86	84	85
90	99	91	98	97	93	96	94	95

Second Fifteen Minutes—Repeat the following paragraph five times. Center this group of five paragraphs on a half sheet of paper. Single space, and double space between paragraphs.

Mrs. Fox called on Homer Clay & Company. She wished to put a loan on her house and lot at 8572 Claremont Avenue, at once. They said they could lend her \$4500 at 6% on her building at the corner of Broadway and 39th Street.

WEDNESDAY—First Five Minutes—The student practises familiar drills to "warm up" for the tests which follow.

Next Fifteen Minutes—Write a ten-minute uncontrolled test on straight copy. Write and check according to International Rules.

Next Fifteen Minutes—Write a ten-minute uncontrolled test on straight copy. Both of these tests should be on new matter. Write and check according to International Rules.

THURSDAY—The procedure is the same as that of Monday. Number drills, right- and left-hand sentences, any kind of alphabetical drills, facility, or concentration drills may be used in the first ten minutes. These are followed by the controlled five-minute test. When this test has been checked up, the uncontrolled ten-minute test is given and checked. This method teaches him to start writing a test

smoothly at a rate slow enough so that he is sure of his accuracy. His stroking rate increases as he loses himself in the test itself and forgets about his surroundings.

FRIDAY—On this day the student makes up his record for the week from the papers which have been returned to him. He analyzes the types of errors he has made, consults his instructor if he needs assistance, and engages in practice which will eliminate his errors and enable him to score higher in each phase of the office work during the next week.* This work which he does on Friday gives him practice in centering, simple tabulating, and alignment, because he has to keep one continuous record for the entire semester.

A Typical Week in the Second Semester

The Tenth Week

As the typist proceeds in his course, his daily assignment more nearly approaches that of the business office. He next learns to write letters and address envelopes. He will do better work if he thinks he is receiving his training "on the job." For this reason, he is not given a budget of letters to be finished by the end of the week or the quarter. He is given a definite number of letters which must go into today's mail. The only difference between his classroom assignment and that of the business office is that instead of erasing and correcting his copy, he simply checks his typing errors and makes up his grade according to a scale.† He is allowed but one sheet or letterhead for each letter in the assignment. He is required to write to the conclusion every letter he begins, to grade it, and to record the grade. This procedure teaches him to give careful consideration to the set-up of the letter before he begins to write, and forces him to practise economy.

Again, the instructor must know how many letters the student should be required to write without worry over whether he will be able to finish. By actual laboratory experiment, it has been determined that the average student at the end of thirty weeks of training can master a new letter form in two forty-minute periods, writing an average of three different letters in each period. When you begin writing letters *do not do that to the exclusion of everything else*. Simply give letter writing its place in your weekly routine.

MONDAY—Letters are taught for the first time, in this week. It is well to begin with the Full Block Form and Open Punctuation. In this first lesson the operator is given definite instruction on how to place a letter correctly on the page. No student should ever have to rewrite a letter because it is incorrectly placed.

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* See THE TYPIST AT PRACTICE for sample Record and Practice Sheets

† Scales for grading letters are given in THE TYPIST AT PRACTICE, Part Two



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

SINCE the announcement in the April number of the *American Shorthand Teacher* that a merger of the *Journal of Commercial Education* and the *Business School Journal* had taken place, additional information about the plans of Mr. Alexander H. Haire, the publisher of the combined journals, has been received. Mr. Earl W. Barnhart has resigned as editor of the consolidated journals and Dr. Paul S. Lomax, Professor of Commercial Education at New York University, is now editor-in-chief. An inclusive editorial board representing university schools of business and public and private secondary commercial schools is being organized, invitations to serve on this board having been sent to some 28 prominent educators in all parts of the country. The new magazine is to be known as *The Journal of Business Education*.

GOLDEY Commercial College, Wilmington, Delaware, graduated its forty-second class recently. This college was founded by Professor H. S. Goldey forty-two years ago, and is now directed by President William E. Douglass. At the graduating exercises, Mayor George W. K. Forrest presided and Congressman James B. Aswell, of Louisiana, was the chief speaker. President Douglass presented diplomas to the 108 young men and women of the graduating class.

NEWPORT is to have a new college. Prof. John Comstock Evans, recently with Columbia University and for five years on the faculty of New York University, went to Rhode Island last Fall and purchased Newport Business College as the first step in organizing a regular college there. The school was chartered in February, and will formally open in new quarters next September. Newport College, we understand, will offer regular four-year courses in classical and scientific subjects, art, music, business, home economics, and teacher-training. There is to be a Junior College also, offering a diploma for two-year

courses along similar lines, and a School of Business teaching secretarial, accounting, and management work (one-year courses). The classes of the old business college have been continuing while the new organization has been getting under way, and normal work in Gregg Shorthand, for credits, will be given this summer.

Mr. Evans is president and treasurer of the new Newport College, and Mrs. Florence Carley Hurley, director of Kalvier School of Music of Newport, secretary.

THREE units each of college credit is to be granted for the shorthand and typewriting methods courses offered this summer (July 1 to August 10) at Armstrong College, Berkeley, California. This was not noted in the Directory entry last month, but you probably did see that Mr. J. Evan Armstrong, president of the College and well-known for his superior courses for commercial teachers, will be assisted in the shorthand methods course the first four weeks of the session by Harold H. Smith, educational director of the Gregg Publishing Company, New York. Mr. Smith will also assist Mr. P. A. Munchausen, instructor in typewriting methods, during the same period.

The new Anniversary Edition of the Gregg Shorthand Manual will be used in the planning of theory lessons. Mr. Smith's lectures will be based on an analysis of what the shorthand writer and typist must *learn* and, hence, what the teacher must *teach*.

Special assistance will also be rendered the summer session faculty of the School of Commerce, Oregon Agricultural College, by Mr. Smith during the two weeks between June 17 and June 28, both in typewriting methods and elementary typewriting.

ON the eve of the recent meeting of the North Louisiana Commercial Teachers' Association, the Ouachita Parish High School Commercial Club gave a banquet for the guest speaker, Dr. James B. Trant, dean of the

College of Commerce of L. S. U. at Baton Rouge. The Association program and the souvenir of the banquet—it contains the poem dedicated to Doctor Trant by Vyvan Horton and the songs sung, as well as the program—are interesting samples of the mimeograph work of Miss Alice Louise Smith's commercial students. Doctor Trant made an address to the students at the banquet, and the next day he spoke to the teachers on Commercial Education as Preparation for College and Business.



HAVE you made your hotel reservations at Atlanta for June 29 to July 5? These are the dates on which the South is to be host to the members of the N. E. A., and the Georgia metropolis offers fine facilities for handling this big convention with pleasure and comfort to every delegate. Plan to be there!



THE University of Chicago School of Commerce and Administration is offering a new program for training teachers of business education. This program is designed to meet the needs of three distinct groups:

1. Those interested in secondary school business teaching, i.e., teachers in junior and senior high schools, junior colleges, and other institutions of secondary rank.
2. Business education administrators, i.e., departmental heads, city directors of business education, etc.
3. Specialists in business education, i.e., teachers in business teacher-training institutions, research workers, and those interested in institutional business education such as is maintained by large organizations.

The work may be taken either as undergraduate or as graduate work. The latter may lead to a M.A. or Ph.D. degree, subject to the conditions of the University.

Detailed information concerning the courses, entrance requirements, etc., may be secured from the Office of the University Examiner.



ANOTHER error has been discovered in the Bibliography of Commercial Education published in our February issue. Miss Bertha M. Leighton writes us that her article, *A STUDY OF A COMMERCIAL GROUP*, appeared in the "School Review" of March, 1926, not 1918. We are glad the mistake has been reported to us so that the correction can be passed on to you all.



JUST too late to note in our last issue were the interesting items in "High Times," the news weekly of the E. C. Glass High School of Lynchburg, Virginia, telling of the celebra-

tion held there in January on the occasion of the fiftieth anniversary of Dr. Glass' appointment to the superintendency of schools at Lynchburg. The account tells of the wonderful banquet at the Smith Memorial Building; of the gifts presented; of the many letters he received from prominent men all over the country—Nicholas Murray Butler, president of Columbia University; V. O'Shea, professor of Education at Wisconsin University; J. W. Crabtree, secretary of the N. E. A., and ex-Governor A. J. Montague, among them. The whole spirit of the reports bespeaks the affectionate regard in which Edward Christian Glass is held by the students as well as his fellow educators and townsmen. He is, in the words of a poem by Virginia Featherston which we quote from "High Times":

A crusader in this business
Of educating youth,
A steadfast, trusty seeker
After light and truth.

A good and worthy leader
Whom no one can surpass,
He's superintendent of our schools;
And his name is Dr. Glass!



CONGRATULATIONS have been going Connecticutward, too, these days, as friends of Mr. Leon Arnold Winslow and Mrs. Grace Schmitt Davis learn of their marriage at East Hartford in February. They are making their home at 69 Livingston Road, Burnside.



DR. IRA WESLEY KIBBY, Chief, Bureau of Business Education, State Department of Education of California will give an interesting course at the University of California, Summer Session, at Berkeley, California. His course will be called "Current Problems in Commercial Education" and carries two credits. Dr. Kibby brings to this course a richness of experience and study that should make the discussions well worth while.



FROM California has come news also of a loss in the ranks of commercial teachers—the death of Mr. John N. Beattie, an able and enthusiastic Greggite who for the past four years has been so popular with both pupils and fellow faculty members in the Alhambra schools. Mr. Beattie mastered the art at Ferris Institute, Big Rapids, Michigan, after teaching several years in the district schools of that state, and had given sixteen years of conscientious and effective service to commercial teaching. He was only forty-seven years old.

The Canadian Gregg Conference

Royal Connaught Hotel, Hamilton, Ontario, Canada

March 9, 1929

Report by C. I. Brown

THIS was the first really great Gregg Conference ever held in Canada. It was a great conference from almost every point of view:

1. It was great because it was self-conducting—there being no president, vice-president, or secretary to carry out the details.

2. It was great because of the caliber of the three gentlemen—W. E. Brown, A. J. Park,

and R. E. Clemens, who acted as chairmen of the morning, noon, and afternoon sessions.

3. It was great because it is said to be the first meeting of its kind in Canada, where the private business school teachers, the commercial high school teachers, and the commercial teachers from the collegiate institutes and the Catholic schools have met together to discuss problems of mutual interest.

Morning Session

Chairman, W. E. Brown, Principal, Galt Business College, and President of the Business Educators' Association of Canada

ON behalf of Mayor William Burton, Doctor Bell delivered the address of welcome. He mentioned in particular the pleasure that Hamilton, as a city, felt in having present such a distinguished visitor as John Robert Gregg, the inventor of the shorthand system that bears his name. Doctor Bell's address of welcome, while short, was interspersed from beginning to end with humor and good fellowship.

A. J. Park, Park Business College, Hamilton, gave the response to this address, and told the audience how near Hamilton came to losing this conference to London.

Mr. Gregg Addresses Conference

Following this, W. E. Brown, chairman, said: "I have the honour to introduce to you the principal speaker of the morning, and a very distinguished gentleman. I take great pleasure, ladies and gentlemen, in introducing the next speaker—the inventor of Gregg Shorthand." (Applause)

Mr. Gregg began by briefly reviewing the evolution of shorthand textbooks, as distinguished from systems. Following this, he told the story of the development of the methods of teaching typewriting. Great changes have taken place, not only in textbooks, but in methods of teaching both shorthand and typewriting in the past thirty years. Some of the methods of teaching the system that were regarded as axiomatic thirty years ago, are now regarded as wholly erroneous. Mr. Gregg mentioned many of these.

Statistics show that the number of stenographers has increased enormously. In the

period in which the population has doubled, the number of stenographers has increased seventeen fold. He attributes this very largely to the greater efficiency of the instruction in shorthand and typewriting. The value of a stenographer to a business man depends upon the amount of work the stenographer is able to do; the larger the output of correspondence, the smaller the cost per unit. Hence, the larger the output, the more correspondence can be disposed of, and the business developed through the increased correspondence renders it economically profitable to employ more stenographers.

Mr. Gregg then emphasized the importance of teaching shorthand by drilling the students in exactly the manner in which they will use their shorthand in business. He concluded by an explanation of the features of the new Manual, which is now being prepared.

High Points of Other Speeches

OUR EXPERIENCE WITH GREGG SHORTHAND—T. W. Oates, B. A., London, Ontario, Technical and Commercial High School. In a very interesting but impartial manner, Mr. Oates told of the experimental classes which are being conducted in his school. His remarks, he said, were not for publication until the final tests were made at the end of the school year.

Rev. Father Senecal, who has charge of all the commercial work in Ottawa University, Ottawa, Canada, opened the discussion and said that only Gregg Shorthand is taught in the University. Father Senecal is not only

teaching Gregg Shorthand in English, but in French. He gave some interesting information about methods of handling the work.

SOME SPEED SECRETS IN THE TEACHING OF TYPEWRITING—Harold H. Smith, educational director for The Gregg Publishing Company. Mr. Smith spoke of the teachers' need for keeping clearly in view the immediate and ultimate objectives in the training of the typist, illustrating the common tendency to substitute such slogans as "learning the keyboard" for the real things the typist must learn—in this case, the making of individual character-producing movements—and showed how such false aims have resulted in failure to acquire skill.

He urged teachers to demonstrate as they teach, because pupils unconsciously adapt themselves to necessary techniques once they have a definite idea of what they are trying to do. In the field of method he urged teachers to make sure students have a thorough mental grasp of each aim before attempting to execute it. At every step the student needs to have a definite goal as to the speed of the movement he is trying to learn, as to its accuracy, and as to its fluency. He will acquire these elements of skill also in that order.

Mr. Smith included a brief demonstration of the proper methods to employ in using various kinds of typing drills, both with and without the gramophone.

H. J. Armstrong, teacher of typewriting, Oshawa Collegiate Institute, Oshawa, Ontario, led in the discussion, and strongly endorsed the teaching of typewriting in the early stages through the use of rhythmic records.

THE CORRELATION OF SHORTHAND WITH TYPEWRITING, ENGLISH, AND SECRETARIAL PRACTICE—Miss Florence Surby, principal of Windsor Business College, Windsor, Ontario. Miss Surby's talk was one of the high spots of the Conference, but as it would be spoiled by condensation we will give it in full in next month's *American Shorthand Teacher*.

W. J. Squire, B. A., London, Ontario, Technical and Commercial High School, opened the discussion of this paper. Among other things, Mr. Squire urged further aid in assisting students to acquire more skill in reading and transcribing their shorthand notes.

THE TRANSCRIPTION PROBLEM AND HOW TO SOLVE IT—T. F. Wright, St. Catharines, Ontario, principal of St. Catharines Business College. This excellent paper will appear in one of the early Fall issues of this magazine.

Luncheon Meeting

Chairman, A. J. Park, Principal, Park Business College, Hamilton, Ontario

WHILE Mr. Park was very brief in his remarks, he expressed his pleasure at the large number present—the actual number being 156. Mr. Park pointed out that cities as far West as Windsor, and as far East as Ottawa and Montreal were represented.

Impromptu Talks

One of the most interesting parts of the program were the short impromptu talks by numerous delegates.

During the luncheon, those present were favored with a humorous reading by O. U. Robinson, Waterford, president of the Robinson Business Colleges of Ontario, and short talks by F. G. Millar, B. A., principal of the High School of Commerce, Hamilton; W. F. Marshall, principal of Westervelt School, London, Ontario; A. S. H. Hankinson, Commercial High School, Montreal; Brother Gregory, Aurora; and R. E. Clemens, principal of Canada Business College, Hamilton.

J. J. Seitz, president of the United Typewriter Company, Toronto, said: "My duty today is pleasant, and to extend greetings comes natural, as I am an old Hamiltonian.

I helped, for sixteen years in my small way, to build this good city up, and if there was anything I did hate then, it was this Hogtown on the other side of the lake. But time heals hate, and I went there. The Board of Control of Toronto is quite ready to annex Hamilton, but it would be willing to leave the mountain." Concluding his remarks, Mr. Seitz spoke encouragingly on the prosperity of the Dominion, and said such men as Mr. Gregg did not attain preëminence by luck, but by hard work.

Mr. Gregg's announced topic was "The Shorthand World Today," but as he had spoken at length at the morning session, he said he would content himself with expressing the pleasure he felt in meeting so many Canadian educators. "I have heard it said," he added, "that this is the largest gathering of commercial teachers ever held in the great Dominion, and that it is the first time teachers of commercial subjects in all types of schools have met together. If we have accomplished something towards bringing all those interested in the advancement of commercial education together for friendly coöperation, it will be a profound source of satisfaction to us."

Afternoon Session

Chairman, R. E. Clemens, Principal, Canada Business College, Hamilton, Ontario

MR. CLEMENS said he was delighted to see so many business school friends present, and more than pleased also to see among them so many teachers from the Collegiate Institutes and High Schools. T. W. Oates, B. A., London Technical and High School of Commerce, arose and said he could see no reason why these two bodies should not meet together, and invited the Business School Teachers to meet with the Commercial Teachers from the Collegiate Institutes and High Schools of Commerce at Easter time in Toronto. Mr. Clemens replied by saying that he had no doubt that a number of the business school men and teachers would accept that invitation.

SOME HIGH SPOTS IN THE TEACHING OF BOOKKEEPING—G. M. Henry, B. A., Oshawa Collegiate Institute, Oshawa, Ontario. Mr. Henry, the first speaker of the afternoon, told of what was being done in the way of correlating the commercial course to the needs of practical business.

Among other things, Mr. Henry said: "One of our difficulties is to give the student the real meaning of bookkeeping rather than making its teaching an abstract mechanical process. We show the student, from the beginning, the importance in teaching this subject." He elaborated his remarks with examples quoted from his observations. The journal, the account, and other progressive measures were discussed, with an explanation of what the present method was, and how it presented the subject in a mere scientific light. The analytical method, learned from the balance sheet approach, had been instituted, but the equation method, which was simpler in its appeal to the student, was now presented.

I. A. Rumble, Runnymede High School, Toronto, opened the discussion of Mr. Henry's paper, and said in part: "I advocate the use of the journal-entry method just preceding the teaching of the equation method, as an introduction to Bookkeeping. Mr. Rumble illustrated his talk by giving some examples on the blackboard.

THE SHORTHAND TEACHER AS SEEN BY THE HIGH SCHOOL PRINCIPAL—F. G. Millar, B. A., principal of the High School of Commerce, Hamilton. Mr. Millar believes that the first qualifications the teacher requires are character and personality, added to which are a knowledge of the system taught and a sound professional training. He regrets that there is not sufficient attention given the preparation of the commercial teacher. A teacher of shorthand should have practical experience, he be-

lieves. "It would be a wise provision if the education department demanded this as an essential before granting final certificates to commercial teachers," he said. Similarly, a bookkeeping teacher should have practical office experience.

He believes that a shorthand teacher does not necessarily need to be a high speed shorthand writer, but the teacher should, at some time or other, have developed sufficient speed to understand the student's problems. There is no subject, in Mr. Millar's opinion, to compare with shorthand in developing concentration. It has educational as well as vocational value.

Mr. Oates, of London, opened the discussion of Mr. Millar's paper. Mention was made that some parents imagine when their sons and daughters are not intelligent enough for professional careers they can go on with business courses. Yet in spite of this, results show how keen are the minds of most pupils in business courses, because these courses appeal to students as having a direct value in after life.

RAPID WRITING AND TRANSCRIPTION—Harold H. Smith, New York. Linking up what he had said in the morning session on the subject of typewriting, he showed the similarities and dissimilarities between shorthand and typing skill. He emphasized that practical shorthand writing must be performed as a thought-recording process, a higher level of skill than is necessary in the typing of straight-away copy, but a less difficult process than transcription on the typewriter.

Shorthand writers must attend largely to what is usually called "concentration" upon the meaning of what is being dictated, plus a strong will to keep up with the speaker. The first is a mental skill, while the latter is a combination mental and physical skill. Both must be intelligently developed by the teacher. He also demonstrated the speed possibilities of Gregg Shorthand at the close of his remarks, by writing on the blackboard from dictation at various speeds. This was one of the high spots of the afternoon session.

Fred Jarrett, Toronto, well-known all over Canada as manager of the Underwood School Department, opened the discussion of Mr. Smith's talk with some comments reinforcing the points with reference to transcribing skills, based upon his own extensive experience. A number of vital questions were asked by interested members in the audience.

THE IMPORTANCE OF DRILL IN THE DEVELOPMENT OF SKILL IN COMMERCIAL SUBJECTS—J. V. Mitchell, B. A., Toronto, prin-

cipal of the Dominion Business College. "The importance of drill seems very evident," Mr. Mitchell said, "yet it is just possible that many teachers in actual practice do not spend enough time on drill.

"How natural it is for us to assume that, when we give the students a perfectly clear and simple explanation, he understands it. Yet how seldom is the student able to repeat the substance of this explanation even in the same class period, to say nothing of what he may be able to do weeks or months afterwards.

"A questionnaire was sent out recently by our Employment Department to graduates placed in positions, asking them to describe their routine work day after day. The replies almost invariably suggested that, for the most part, our graduates are doing the simplest of office work, but, it has to be done quickly, accurately, and neatly. Does this not suggest that, instead of consuming the student's time with intricacies in accounting, complications in percentage problems in arithmetic, or the many other academic features of commercial education, we should repeat and repeat the simpler things which are universal in office work, and require the student to do them over and over again until they become a very part of him?

"Few stenographers are required to take long, involved dictation on technical subjects; but all are required to make accurate transcriptions, to spell, and punctuate correctly, and to set up a letter in proper proportions on the paper, so that it pleases the eye of the reader.

"Complicated balance sheets are made out by the head accountant or auditor, but the junior bookkeeper must know how to make out an invoice, a draft, or a deposit slip, as well as making entries in journal, cash book, or ledger.

"Does it not seem, then, that instead of looking for more and more difficult things to teach the commercial student, we should drill, and drill on the simpler things which he will have to do over and over again during the first year in the office?"

J. A. McKone, Peterboro Business College, Peterboro, Ontario, opened the discussion of Mr. Mitchell's paper. He said the students ought also to be drilled to use the typewriters, adding machines, mimeographs, or any other mechanical device used in the modern office.

OUR PROGRAM IN CANADA—C. I. Brown, manager of the Toronto office of the Gregg Publishing Company. "First of all," he began, "I should like to say that, quite apart from the merits of Gregg Shorthand and our other publications, the success of the Company has been built up by a consistent policy of service to the schools and teachers of commercial subjects. Our Program in Canada, is, therefore, to be a program of service—service to the schools, service to the teachers, and service to the students.

"Furthermore, I want to point out that it now is, and always has been, the policy of our company to extend coöperation and assistance to schools and all teachers of commercial subjects without reference to the textbooks they may be using. We believe that everyone interested in the success of commercial education, and engaged in preparing young people for business life is entitled to our earnest support."

He gave some interesting illustrations of the many ways in which the company has been able to render service and coöperation.

Thanks Voted

Wesley Salter, B. A., principal of the Collegiate Institute and Vocational School, St. Catharines, Ontario, proposed a vote of thanks to Mr. Gregg for making such a meeting as this one possible. It had been exceedingly interesting and helpful; no one present who was engaged in educational work could but profit by the papers and discussions. The vote was carried by acclamation.

A vote of thanks was also passed to all those who had in any way assisted with the program, and to the three chairmen who had so ably performed their duties.



Connecticut Business Educators' Association

Stamford, Connecticut

March 16, 1929

THIS enterprising group of public and private school educators met on March 16, 1929, at the new High School, Stamford, Connecticut, under the guiding genius of its president, J. Harold Short, Short's Secretarial School, Stamford.

The morning was completely occupied by shorthand, typewriting, and bookkeeping contests for the state championships, participated in by a large number of young people from both public and private schools. The after-

noon was given over to a program of addresses, round table discussions, and the announcement of the results of the contests.

Mr. Clinton A. Reed, supervisor of Commercial Education of New York State, gave an interesting address on Commercial Education, stressing our passing difficulties and suggesting ways for improvement.

Mr. Albert Tangora, World's Champion Typist, gave a splendid demonstration of typing skill.

(Continued on page 339)

Education for Business

A Report by J. O. Malott

United States Bureau of Education, Department of the Interior, Washington, D. C.

Reprinted from the "United States Daily," Washington, D. C.

THERE is a growing consciousness of the importance of definite preparation for business occupations. People are realizing more than ever that better preparation for these occupations usually results in greater vocational efficiency and contributes to vocational and social happiness. Business men have recently taken a greater interest in commercial education because they appreciate the relation of vocational efficiency to the efficiency of the business community. Educators have given increased attention to this phase of education in order to develop a balanced program that will meet the best interests of the individual, the business community, and society.

An outstanding development in commercial education has been the increase in the number of men and women preparing to enter business occupations. Statistics were compiled during the biennium which reveal the recent trends pertaining to enrollments and the number of schools of different types offering commercial curricula.

Universities Show Increased Interest in Commerce

The highest percentage of increase in enrollments in the commercial curricula from 1915 to 1924 is in the colleges and universities. During this period these enrollments increased from 9,323 to 47,552, an increase of 410 per cent. The number of schools offering these curricula increased from 58 to 129, an increase of 124 per cent. Since 1918 the number of men in these curricula increased from 14,029 to 40,734, an increase of 190 per cent, and the number of women increased from 2,982 to 6,818, an increase of 128 per cent. Eighty-three per cent of the students enrolled in commercial curricula in 1918 and 85 per cent of those in 1924 were men.

Public Schools Lead Increase

The greatest increase in the number of pupils enrolled in commercial curricula in the different schools from 1914 to 1924 is in the public schools. The number of these pupils increased from 161,250 in 1914 to 430,975 in 1924, which is an increase of 167 per cent. During this period the number of men in these curricula increased 109 per cent and the number of women increased 210 per cent. The num-

ber of high schools offering commercial curricula increased from 2,191 to 3,742, an increase of 70 per cent. In 1914, 58 per cent of the pupils enrolled in the commercial curricula in the high schools were women. By 1924 the percentage had increased to 67. Of the 685,100 pupils and students preparing for business occupations in 1924, almost two thirds were enrolled in the public high schools.

Private Academies' Status

The enrollment in commercial curricula of the private high schools and academies, as well as the number of these schools offering commercial curricula, increased only 4 per cent from 1914 to 1924. There was an increase of 54 per cent in the number of women enrolled and a decrease of 36 per cent in the number of men enrolled.

Private Business Schools' Showing

During the ten-year period the private business and commercial schools had a net increase of 12 per cent in enrollments and 5 per cent in the number of schools reporting. These schools, along with other types of schools, increased their enrollments in commercial curricula immediately before and during the world war. Due to the large number of ex-service men rehabilitated in these schools, the enrollments continued to increase until 1920. Since that date the trend of enrollments has returned to a pre-war basis. During the school year 1919-20 a total of 336,032 pupils were enrolled in the day and evening classes of 902 schools. By 1924 the number of enrollments had decreased to 188,363, a decrease of 44 per cent; the number of schools reporting had decreased to 739, a decrease of 28 per cent; and there was a reduction of 40 per cent in the number of day-school pupils and a reduction of 51 per cent in the number of night-school pupils. In 1914, 50 per cent of the pupils enrolled were men. By 1924 the percentage had decreased to 36.

Women Students More Numerous in Lower Schools

In the schools of less than college rank the number of women has increased more than the number of men. There are many reasons for

this general trend. There is less prejudice against women in business. The evolution of much of the work in offices and stores makes possible the employment of more women. The commercial courses in the secondary schools are generally more appropriate for women than for men. Changes in the commercial curricula of the secondary schools have not been made as rapidly as changes in the requirements for office and store occupations, particularly for those occupations in which boys find initial employment.

The number of men in colleges and uni-

versities preparing for business occupations has increased more than the number of women. This is due chiefly to the fact that a greater number of men than women seek careers in business and therefore find it necessary to obtain a more thorough preparation. The colleges and universities, however, have made remarkable progress in meeting the needs of education for business. They are offering a definite vocational education, not only for a larger number of business occupations but for the lower and intermediate as well as the upper levels of these occupations.



Objective and Subjective Tests

By Amy J. DeMay

Training Class Instructor and Grade Specialist, Norwich

(Reprinted from "New York State Education" for February, 1929)

ONE great difference between the ordinary examination made by the teacher and the standard test is the fact that the former is usually subjective and the latter is objective. In answer to questions which ask a pupil to "discuss," "describe," or "explain," each pupil will organize the material differently and each will bring different facts to support his points. Sometimes the pupil knows but does not clearly state his facts. Occasionally a pupil who does not know will deliberately write beside the point long pages in an effort to cover up his ignorance. The teacher must spend hours of "out-of-school" time reading the answers to these essay questions, and must decide whether, *in his opinion*, the pupil has used the proper facts and made his point; and if he has not assembled all the points she *thinks* he should, she has also to decide just how many of the ten or twenty credits out of the possible hundred a particular pupil is entitled to. The degree of correctness of any particular answer thus depends upon the judgment of the teacher who is checking the paper. This judgment is known to differ widely with different people, and even with the same teacher within a few weeks. Frequently the mood of a teacher changes from time to time due to fatigue or other conditions, and what she considers as right changes also. Questions, the correctness of whose answers depends on the judgment of the teacher, are called subjective questions.

A question is objective when the degree of correctness of the answer does not depend on the judgment of the person checking. "In what year did Columbus discover America" is an objective question. There is but one possible answer. "Give the capital of the United States," is another.

Objective questions have several advantages over subjective ones besides the fact that the checker does not have to decide the degree of correctness. The answers are usually short. This makes checking easy and rapid. A key may be made, and the answers checked without even reading the questions. The teacher does not even have to do it herself. It may be intrusted to a clerk or a helper. In certain tests, pupils may exchange papers, and check one another's. By having the answers written in a definite arrangement, the key may be placed beside them, and any paper can be checked in a few seconds.

Not only do objective questions save time for the teacher in checking, but they save valuable school or pupil time. As they do not require long written answers, a great many can be answered in a short time. This extra time may thus be utilized for other work, or a longer test may be given. The longer the test, and therefore the greater number of points covered in it, the fairer it will be to the pupil, as there is a greater chance that it will include the points he knows. To illustrate, if two pupils each knew ten points of equal value, but each different from the other, a test that included both groups would be fairer than one which included but ten points. The ten points might hit all those of one pupil's group and none of the other's. Though both were equally prepared, one would obtain a high grade and the other would fail.

Another argument for objective tests is that pupils like them better. They are definite, and the pupil can easily be shown where he is wrong and where he is right. This gives him confidence, and he progresses more rapidly.

(Continued on page 338)

The Teaching of Typewriting

By Harold H. Smith

Educational Director, Gregg Publishing Company, New York City

(Continued from the April issue)

Improvement of Teacher-Training Facilities

ALONG with this idea of selection goes that of better training. Here and there efforts are being made by our teacher-training institutions and boards of education to solve this phase of the problem, but much remains to be done. There is still the age-old dominance of the training curriculum by academic officials who insist upon a heavy dilution with cultural elements.

Counteracting this, some enterprising school men in the last decade have succeeded in restating the aims of commercial education in language with which these academic authorities are familiar. Many have accepted this re-statement as justifying their more serious consideration of our problems. This is all to the good. In the process it is natural that there should have been a tendency at times to emphasize the new language or the "scientific" procedure and to lose sight of the essential, practical features of the subject so treated. Reliance is often placed upon a respectable educational theory instead of upon the more vital analysis of the facts. For the sake of winning the dignity due our profession some have felt it necessary to dwell on high-sounding abstractions that contribute nothing concrete to the understanding of the classroom teacher. She is supposed to find definite ways of applying theoretical generalizations which perhaps do not at all apply to the teaching of typewriting. Too often she thinks that because of their academic origin she must "make" an application, and so develops superficial or useless teaching methods. Such teacher-training leaves the typewriting teacher *untrained* or *mis-trained*.

Allen describes the "common difficulties" of the untrained mechanical instructor; and what he says applies equally to the untrained or mis-trained instructor of all skill subjects.¹¹ Summarized, he says:

1. He is unable to "analyze his trade"
2. He is unable to arrange teaching "jobs in an effective instructional order"
3. He is unable to distinguish between the teaching of jobs and the giving of information
4. He is unable to time his instruction so it will function at the right time on the job, especially the first time

5. He is unable to teach a given job or give information "rapidly, effectively, and thoroughly"

6. He is unable "to handle learners under instructional conditions," even though he may understand handling them under production conditions.

Uppermost in Allen's mind, no doubt, was the situation faced by the skilled tradesman lacking training as a teacher; but the danger is just as great if the other extreme is faced—the skilled teacher lacking in training and experience as a skilled artisan. Surely it is unsafe to proceed upon the theory that even the most intelligent teacher can depend upon hearsay or second-hand information about skilled techniques and jobs! Without a first-hand knowledge of typing skills what does the teacher have to analyze, to arrange in instructional order, and to present?

Let us agree to abandon the "absorption" method of training teachers, whereby they learn some procedure for pursuing their life work by what is known in the trades as "stealing one's trade"—that is by getting (and perhaps losing or changing) a series of teaching positions and gradually learning how to teach at the expense of the pupils or through the hints and suggestions gained from other teachers.

Let us definitely train by "intention" to insure a better teaching job. In the present state of affairs it is difficult to get universal agreement for any specific training program. There are too many points of view, and each spokesman thinks in terms of the outstanding shortcomings of teachers with whom he comes into contact.

Qualifications of a Typewriting Teacher

We do not feel that time and space permit a full discussion of the equipment which should be provided prospective teachers of typewriting; and, in any case, whatever contribution we hope to make concerns only one portion of that equipment. Nevertheless, it is only fair to outline here the general basis upon which we would judge a candidate's qualifications for a teaching position where "results" are the prime consideration.

¹¹ Allen, Charles R., *THE INSTRUCTOR, THE MAN AND THE JOB* (J. B. Lippincott Company, Philadelphia, 1919), p. 39.

GENERAL QUALIFICATIONS	PARALLEL WITH	TECHNICAL QUALIFICATIONS
1 Interest in teaching		1 Mastery of teaching skills in the subject—
2 Personality and character		(a) Practical—including teaching experience in the subject
3 Command of oral English		(b) Theoretical—including education courses, etc.
4 Command of written and spoken business English		
5 Initiative and other desirable qualities		2 Mastery of every skill to be taught—including
6 General education		(a) Fundamental skills
7 Knowledge of commerce		(b) Practical applications
8 Knowledge of other technical commercial fields—particularly allied fields, such as bookkeeping, salesmanship, etc.		(c) Worthwhile business experience

Note: As teacher training conditions improve, we would unhesitatingly reverse the order of 1 and 2 under "Technical" qualifications above. If this were done at present it would result in a tremendous reduction of available teachers.

Some of these things cannot be taught economically in any school, and some fall within the field of experience; yet more and more we are finding ways and means of offering the teachers in training opportunities to secure such experience. All come within the scope of wise teacher selection and training, however, and should be provided for in a satisfactory training course.

The Importance of Good Teaching Habits

To the young or inexperienced teacher we would emphasize the opportunities awaiting those who can enter upon this work of developing efficient teaching procedures free from the hampering chains of an inadequate, traditional methodology. Such a teacher starts with a clean slate, just as does the inexperienced typist whom the typewriter companies found to have greater ultimate possibilities than the partially (or, supposedly, fully) trained operators who once constituted the backbone of every speed department.

In addition to the habits of manipulation learned by the typist, the teacher will develop *teaching habits* which will constitute her routine and which, if correctly formed, will enable her to produce superior results. Upon superior results she may safely rest her future.

The Point of Departure

We must first gain a deeper understanding of the fundamental skills and their applications as applied skills. Then we must build up a comprehensive methodology with good teaching habits through which we may most efficiently present every detail to the student.

Pear not only pointed out the difficulty of finding words to express how a thing feels "from the inside," but he remarked that it is much easier if the explanation is accompanied by a *demonstration* of each thing to be learned.¹² This, it seems to us, is the weakest spot in our entire methodology and teacher-training.

We find many teachers still "explaining" or "telling" about the correct position, "talking" about the correct touch—never thinking of

demonstrating it to their pupils! They rely upon "catch words" and phrases to describe learning units which often they do not really know or could not recognize. Listen to this array of terms in common use today and intended to describe correct finger action:

1. "Flick" the finger
2. Use the "snatch" stroke
3. Use the "tiger" stroke
4. Use the "scratch" stroke
5. "Bicycle" action
6. The "get-away" stroke
7. "Staccato" action
8. "Pull the finger toward the palm"
9. "Imagine the keys are red hot"
10. "Snap the finger off the key"
11. "Strike the key lightly, with a low lift of the hand."

Now, the writer has been guilty of using some of these terms himself, indeed, of putting them into circulation; and of his high crimes and misdemeanors he does humbly repent! The point is that in too many cases one or more of these terms becomes a substitute for a thorough understanding of the correct touch itself. Well do I remember the young teacher who informed me with a superior air that "I teach the *tiger* stroke!" A little skill on the typewriter would have taught this lady that there is no one word or phrase which can fully describe every finger-effort on the keyboard.

This idea of substituting hearsay and catch words for facts was never better illustrated than in the case of a nationally-known educator who rushed up to me some years ago at a convention of teachers, and in a thoroughly overwrought state exclaimed, "Miss So-and-so (a champion typist, by the way) is doing everything exactly opposite to the way we have always taught in the schools. We can't allow that! She must change!" As if the old way—any old way—which was never anything better than a guess made respectable through endless repetition, were more important than the "best way"!

Fortunately, very few teachers are like that. Let us always accommodate our teaching to the facts; and if we acquire sufficient skill to demonstrate what we teach we shall come closer to the facts.

¹² Pear, T. H., *SKILL IN WORK AND PLAY*, pp 18, 19.

We may depend upon the work of such psychologists as Book to furnish us with the psychological steps through which the learner must pass. If our teachers master the "jobs" they intend to teach, they will have a basis for filling in accurately the vital information as to the precise physical, physiological, and psychological facts which have been thus far taken for granted by most of the writers on the subject. Many of these facts can be learned only through kinesthetic experiences.

With the aid of good general teaching principles, modified by the suggestions contained in the writings of such men as Allen, already referred to, they will be able to arrange their teaching materials in the best way and then develop good teaching habits—among them the habit of *demonstrating* each unit they teach as they *explain* and *drill* upon it.

What Must Be Taught

Before attacking the problems of "What must be taught" and "How to organize for teaching purposes," let me acknowledge my great indebtedness for the general development of my thoughts on the subject to the authors and texts listed below. A thorough acquaintance with them will repay every typewriting teacher:

Allen, Charles R., *THE INSTRUCTOR, THE MAN AND THE JOB* (Lippincott, 1919)—On teaching vocational work.

Book, William F., *THE PSYCHOLOGY OF SKILL* (Gregg, 1925)—Reprint of a University of Montana Monograph outlining one of the earliest standard investigations into typewriting.

Book, William F., *LEARNING TO TYPEWRITE* (Gregg, 1925)—A thorough discussion of psychology as it affects skill, with a wealth of applications to the teaching of typewriting.

Bree, Mme. Malwine, *THE GROUNDWORK OF THE LESCHETIZKY METHOD* (G. Schirmer, 1902)—An exposition of the Leschetizky method of piano playing. Useful for comparison with Matthey's "Act of Touch."

Freeman, Frank N., *HOW CHILDREN LEARN* (Houghton Mifflin, 1917)—An interesting discussion of learning.

Gates, Arthur I., *PSYCHOLOGY FOR STUDENTS OF EDUCATION* (Macmillan, 1923)—A general psychology for teachers.

Matthey, Tobias, *THE ACT OF TOUCH* (Longmans, Green, 1903)—"An analysis and synthesis of pianoforte tone-production." The most technically thorough of all attempts to describe "technique" that have come under my observation. Should be applied to typing technique with much discrimination.

SoRelle, Rupert P., *METHODS OF TEACHING TYPEWRITING* (Gregg, 1919)—A practical methodology for teachers of typewriting.

Various *TEACHERS' MANUALS* accompanying the different editions of Mr. SoRelle's *NEW RATIONAL TYPEWRITING Series*; Miss Elizabeth S. Adams' *JUNIOR TYPEWRITING* and *TYPEWRITING UNITS*; and Mrs. Estia Ross Stuart's *THE TYPIST AT PRACTICE*, Parts I and II.

Various professional magazines, including—*THE GREGG WRITER*, *THE AMERICAN SHORTHAND TEACHER*, *THE JOURNAL OF COMMERCIAL EDUCATION*, and the *VOCATIONAL EDUCATION MAGAZINE*.

Typewriting is not always taught with a purely vocational aim, but in every case some practical use is intended as a result of the course. There are two principal objectives, hence divisions, in any typewriting course:

1. Fundamental skill development
2. Practical applications of that skill.

Prior to 1916, the common divisions were, in order, as follows:

1. Keyboard
2. Practical applications
3. Skill development, if any.

As a result of the writer's experience in the typewriter speed game, he became convinced that the arrangement should be reversed as to skill development and practical applications. Those who shared his view campaigned in conventions and in print against the illogical, common practice of allowing students to do practical work before their habit structures were strong enough to bear the strain of accompanying associative processes, much hesitation and disturbances of all kinds. In the rare cases where time was taken for later skill development, it was found that the obstacles raised by bad habits developed in the "practical applications" stage were usually insurmountable. Since then, the usual arrangement of texts written by authors who have been aware of this historical development and who have been able to shake off the shackles of tradition has been:

1. Keyboard
2. Skill development
3. Practical applications.

Recent study of the problem, combined with some very interesting experiences in every type of school from coast to coast, leads to the conclusion that we must now recognize that the "mastery of the keyboard," as it has been designated, is a misnomer and misleading. It has too long turned the attention of teachers and pupils to the *tool* and blinded them to the *thing to be learned*—skillful finger-movements and controls in response to the sight, hearing, or thought of single characters and their combinations.

Many of the pseudopsychological and pseudopedagogical teachings we hear have their origin in this carry-over from the earliest days of typewriting. The idea that typists must first "learn the keyboard" has been handed down from teacher to pupil and never questioned; and it has contributed heavily to poor arrangement of the earlier lessons, to bad typing technique, and to a confusion of teaching ideas.

If we accept the point of view indicated by the best psychological analyses of typing skill, the misnamed "keyboard" division of the

course will take its place as a very small portion of "fundamental skill development," and we shall simplify our problem.

In each of these two major divisions we shall find it possible to distribute our material into three subdivisions:

1. Knowledge
2. Attitudes
3. Skills

Skill is undoubtedly the most important element in both divisions; but in "skill development" it relates to fundamentals—to the mastery of

1. Single character and space-making movements
2. The execution of frequent character combinations including short words
3. The execution of other frequent words
4. The writing of continuous (sentence) matter
5. The recording of thought on the typewriter.

In "practical applications" skill is more complex and less a matter of pure manual dexterity. It requires a close coordination of many mental skills with the skills learned in the first division of the course.

Knowledge may relate directly to the skill which is to be acquired—may, in fact, become a part of that skill. It is then acquired by the

student through the teacher's giving *basic information*.

Another kind of knowledge results from the teacher's giving what is known as *related information*. Allen¹³ calls this "auxiliary material." Such knowledge, for instance, as that concerning the care of the typewriter, or how to look up information, is an asset to the typist, although he may not receive any direct remuneration for it.

Attitudes, including ideals, have been very well presented in many texts, and are usually well taken care of. Many are common to all office workers. They are necessary adjuncts to the success of the typist, particularly as they enable him to harmonize with his co-workers and with the public.

There are, however, many special attitudes having to do with the acquirement of simple and complex skills needed by the typist. These should be systematically considered and cultivated.

After we have listed the "things to be learned," we may safely proceed to the arrangement of these things into an efficient "teaching order"; and subsequently continue with the development of a definite "teaching technique."

¹³ Allen, Charles B., *THE INSTRUCTOR, THE MAN AND THE JOB*, p. 54.

(To be continued next month)



Additions to the April Summer School Directory

Arizona

NORTHERN ARIZONA STATE TEACHERS COLLEGE FLAGSTAFF

Content and Methods in Shorthand and Content in Typewriting: Edna Dotson; Content and Methods in Bookkeeping: Tom O. Bellwood; Content in Advertising, Salesmanship, Business Law, Business Organization and Administration: B. M. Frost

June 17—August 16

Grady Gammage, Director of Summer Sessions

Indiana

INDIANA UNIVERSITY BLOOMINGTON

Teaching of Stenography; Teaching of Typewriting: Lula M. Westenhaver

One term—June 13 to August 9

Dr. Henry Lester Smith, Director

Michigan

CLEARLY COLLEGE YPSILANTI

All commercial subjects, with credit given by Michigan State Normal College

Two terms—First term June 24; • Second term, August 5

P. B. Cleary, President

Nova Scotia

NOVA SCOTIA SUMMER SCHOOL OF HALIFAX TECHNICAL COLLEGE HALIFAX

Teachers' Training Course in Gregg Shorthand and Typewriting: A. S. H. Hankinson

July 10—August 21

V. P. Seary, Registrar

New Hampshire

UNIVERSITY OF NEW HAMPSHIRE DURHAM

Methods of Teaching Stenography and Typewriting—lectures, projects, differentiated assignments, discussions, supplementary readings, and demonstrations

Clarissa Hills, of Senior High School, Johnstown, Pennsylvania, Instructor

Ohio

SPENCERIAN SCHOOL OF COM- MERCE, ACCOUNTS AND FINANCE CLEVELAND

Professional subjects required by the state of Ohio; all commercial subjects required for teacher-training work; special accounting courses

Two terms—Summer semester, May 27 to August 16; Summer Institute, June 24 to August 16

E. E. Merville, Director

OHIO STATE UNIVERSITY COLUMBUS

Principles of Commercial Education; Principles of Curriculum Construction in Commercial Education; Methods in Commercial Education. Probably also a seminar for research students

Dr. E. G. Blackstone, of Iowa University, Instructor

Information may be secured either from Dr. Blackstone at Iowa University, Iowa City, Iowa, or from the University at Columbus

North Carolina

DURHAM COLLEGE OF COMMERCE DURHAM

Methods of Teaching Commercial Subjects, Bookkeeping and Accounting, Stenography, Typewriting, Commercial Law, Commercial Correspondence—Credits recognized by State Board of Education

Two terms (Contemporaneously with Duke University)—First term, June 12 to July 23; Second term, July 23 to August 30

Mrs. Walter Lee Lednum, Director

Note: Corrections of April entries: WESTERN ILLINOIS STATE TEACHERS COLLEGE, MACOMB—two "six-week" terms; BRYANT & STRATTON SCHOOL, BOSTON—opening date "June 24."

EDITORIAL COMMENT

ON SUNDRY TOPICS

We Reply to Mr. Grimaud

OUR American typewriting contests come in for a little friendly criticism in *Le Dactylo*, of Privas, Ardeche, France. The director of the magazine, Justin Grimaud, in an article entitled "Contest Copy," inquires into the nature of the material used in the American typewriting contests compared with that used in the French contests. (What reader of Dumas can help wondering if perhaps here is a descendant of *the* Grimaud, that priceless gem of taciturnity?)

To quote: "The American contest copy is 'fabricated,' so to speak, by J. N. Kimball especially to make the work of the contestants easier. Entire paragraphs are repeated, which is not done to make the copy more difficult. Also each year's copy strongly resembles the copy of the preceding year."

To judge from the description given, the life of an American contestant must be what we Americans know as "the life of Riley." (That will be our revenge for M. Grimaud's unkind remarks—by the time he unravels the meaning of that idiom he'll wish he hadn't said anything about our contests!)

First of all, we should clear Mr. Kimball from any imputation of "doctoring" the copy for the contests. Anyone who has read his writings that were not intended for contest use will notice the same clear, simple, flowing style that characterizes his contest copy. In fact, Mr. Kimball's style, far from being artificial, concocted especially for contest purposes, is in many ways extremely like Mark Twain's—of calculated simplicity, hiding much thought under an appearance of childlike clarity.

Also, Mr. Kimball never hesitates to use any word he wishes, regardless of the difficulty of fingering that word on our typewriter keyboard. One illustration of this is found in his article on hunting, which was used some years ago. Naturally, the word "cartridges" occurred frequently. If M. Grimaud will try that word on his own standard keyboard, he will change his mind about the easy writing qualities of all our contest copy!

As to the repetition of entire paragraphs—we have read all the contest copy written by Mr. Kimball for the past ten years or more and we do not recall offhand even one instance in which a paragraph was repeated.

M. Grimaud mentions that our contestants have been favored by having the material well printed in large type, while the French contestants have used a copy of some magazine. Our American contests outgrew that stage long ago, and it is a credit, rather than a reproach, that we did so.

Finally, it must be remembered that in American typewriting contests the results are calculated in *strokes*, these strokes then being computed as words at the rate of five strokes to a word; also that for every error, fifty strokes, or ten words, are deducted from the gross number written.

In the issue of *Le Dactylo* just preceding the one from which we have quoted, we find some "Advice to Typewriting Contestants," which we cannot resist quoting as throwing some light on the accuracy standard of the contests in France. After giving the usual good advice about keeping cool, concentrating, etc., the writer says, "if there is only one error, leave it; if there are several, *x* them out. Any words omitted should be rapidly added between the lines. The percentage of errors should not exceed one per cent of the strokes."

Interesting Changes

A SURVEY of commercial education in the State of Virginia was recently completed by the following curricula revision committee appointed at the 21st annual convention of the Virginia Education Association:

Chairman—Mr. Burmahln, Lynchburg High School, Lynchburg

Mrs. Joynes, Norfolk High School, Norfolk

Mr. Compton, Portsmouth High School, Portsmouth

Mr. Cook, Danville High School, Danville

Miss Angel, John Marshall High School, Richmond

(Continued on page 330)

The New Manual of Gregg S

ANYONE who studies the shorthand textbooks that have appeared in the past three centuries will be impressed with the fact that each text reflected the uses to which shorthand was put at the time the text was written.

Textbooks Reflect Three Stages of Development

For example, the predominant feature of the early English systems, in use during the sixteenth and seventeenth centuries, was the provision of brief forms for theological and scriptural expressions. This was to be expected at a time when religious controversy was prevalent, and shorthand was used mainly for the reporting of sermons.

After a time shorthand began to be used for other purposes. About 1780 it was used by professional reporters in the courts, and in 1802 the Gurneys were appointed official reporters for the British Parliament. As a result, contractions for court reporting and for Parliamentary and political expressions were substituted for the long lists of theological and scriptural abbreviations.

In this country, shorthand was largely used for court reporting, and exhaustive lists of court-reporting contractions and phrases were developed. But with the introduction of the typewriter, about 1875, shorthand began to be used as a commercial instrument, and gradually commercial expressions were emphasized in the textbooks instead of scriptural, political, and legal expressions.

The pedagogy of shorthand has changed as radically as the content of the textbooks. Forty years ago all the wordsigns, or grammlogs, were placed at the back of the textbooks. The student was supposed to learn all the principles before he was introduced to any abbreviations or wordsigns. Phrase writing was treated as a separate subject. It was spoken of as "an art within an art," and was developed only after the student had learned all the principles. For a long time these old-style textbooks postponed unduly the practical writing of shorthand by this method of presentation—a slow, tedious method, and in the present high-speed days utterly impracticable.

A Shorthand Manual by a Shorthand Teacher

It is a curious fact, and significant in the light of the present status of shorthand systems throughout the world, that comparatively few shorthand authors were actual teachers of shorthand. Some were clergymen, some reporters, and some schoolmasters but not teachers of shorthand. The Gregg Shorthand Manual is one of the few manuals written by a shorthand author who was also a teacher of shorthand, and we believe that, while the system would undoubtedly have made its way into popular favor by its own inherent strength, its unparalleled success and progress throughout the world have been hastened enormously by the fact that its textbooks have been written by one who had a practical knowledge of the needs of the shorthand classroom.

Revolutionizing Old-Time Methods to Fit the Classroom

When the author of Gregg Shorthand was eighteen years of age he began to teach shorthand in evening school classes. His students were of varying ages, and he had to deal with many different types of mentality. Experience early showed him that the time-honored treatment of wordsigns and phrases was not in accord with correct pedagogy. When he introduced them in the first lesson many teachers had grave misgivings, because it was a very radical

(Reprinted from ...)

departure from precedent, for who would defer the wordsigns until the principles had been mastered? Such cases are not unusual in conservative shorthand teaching, but that all are agreed upon now.

In keeping with progress the Gregg Manual was revised, the revision being the one used at the present step forward in simplifying shorthand. Each revision has increased the desirability of teaching shorthand, and the teacher should direct the student in actual facilities to theoretical expositions.

The Latest Revision

When it became known that the author was writing a revision of the Manual, many received from teachers. Many of the present edition was entered into the "love it" (this expression is used by teachers) and that they "know" the sentiments expressed, and that it will be of friends of ours that it will be as long as there is a new edition as long as there is a new Manual will become familiar with it and the pedagogy.

The author came to the shorthand principles according to the most frequently used than their mastery in the and the symmetry of the

The

In the present edition, mainly the arrangement of building is rapid and well 1916 as to the basic content. This scientific data now made in the Manual so that the more economically directed, largely speeded up.

The first step in the revision is an exhaustive analysis of the Horn and the Harvard system of words.

As one example of what is accomplished in learning the outlines for our language, the rate of progress is as follows, if the twenty-five words be as follows: *the, a, in, it*. The first week: *the, a, in, it*. The second week: *for, be, he*. The third week: *of, on* (2 words). The fourth week: *to, you, was*. The fifth week: *that, is, was*.

Shorthand Anniversary Edition

(Gregg Writer)

However, the shorthand teacher phrases until all the rules and be considered a pedagogic were merely to illustrate how been at times about matters

business and in education, the 1901, and 1916, this latter edi-

Each revision has marked a popularizing the study of short- easing emphasis upon the de- a skill subject, in which the effort toward the training of ng and the minimum of effort d principles.

In Progress

author was again engaged in great many protests were re- n declared emphatically that uate. A great many said that again and again in their let-." He thoroughly appreciates res to assure all these good possible to obtain the present d for it. We believe, however, y adopted as soon as teachers ate the superiority of its peda-

sion that the mastery of the he order in which they occur s of more value to the learner best brings forth the beauty

Manual

y of use does not govern principles. While the vocabulary much has been learned since vocabulary in common usage. sible to rearrange the material and the students' efforts are growth in the writing vocabu-

the Manual, therefore, was an for the words contained in the the comparative frequency of

ysis showed, it was found that ty-five most common words in der the present Manual would ere mastered one a week:

pt, at, are (9 words)

4 words)

ords)

. this (6 words)

The seventh week: *and* (the third most common word in the language)

Salient Points in the New Edition

In the new Manual eighteen of these twenty-five words are given in Chapter I and five in Chapter II.

To bring about the desired rearrangement of material that would hasten the building of a useful vocabulary and assist the teacher in using the correct method in developing a skill subject, three devices have been used:

1. The short words of highest frequency are introduced in the first chapters in the order of their frequency, even though this may mean that in a few instances they are given in advance of the principles governing their writing, as is the case with the words *of, to, and, and is*, in Chapter I.

This method conforms to the modern method of teaching a child to read by word pictures rather than by a slow, careful, letter-by-letter analysis of each word.

2. Some of the principles have been rearranged, as, for instance: The letter *s* has been brought forward to Chapter II, thereby including it with the other downward characters, and some of the rules for expressing *r* have been advanced to Chapter III. Other examples could be given.

3. That helpful teaching device, analogy, has been used to greater advantage than in the present Manual. For example, the useful *ted-ded* and *men-mem* blends are presented in Chapter I with the *t* and the *d* strokes. Likewise, the *ses* blend is taught after the letter *s* in Chapter II.

No changes have been made in the basic principles of the system. Long experience in the classroom, in the office, in general and court reporting, and in the speed contests of the National Shorthand Reporters' Association has proved conclusively that changes in the basic principles of Gregg Shorthand are neither necessary nor desirable.

Other salient points in the new edition are as follows:

1. In order that the student might be impressed immediately with the importance of phrasing, and might have a longer period in which to acquire the habit of phrasing, many of the phrasing principles have been moved forward to Chapters I and II.

2. The rules have been simplified and stated more clearly, and minor changes have been made in a few outlines to make the reading back "foolproof."

3. The principles are presented in twelve chapters instead of the twenty lessons in the present Manual, making possible a considerable reduction in the learning time. Many schools now devoting a year to the mastery of the Manual will welcome the opportunity to save a half-year's time by means of this reorganization.

4. Each chapter has been subdivided into three short units, with a page of graded dictation material written in shorthand at the end of each unit. This short-unit plan encourages immediate practical application of the theory and eliminates the necessity of making formal reviews.

5. The first chapter contains the principles that enable the student to write 42 per cent of all the words encountered in non-technical English.

6. The wordsigns are distributed equally among the first six chapters, and, as has been mentioned before, are introduced in the order of their frequency, regardless of the principles involved.

7. The quantity of reading and dictation material has been more than doubled. Instead of a reading and a writing exercise of two pages after each of the twenty lessons, there is one page of reading and dictation material in shorthand after each of the thirty-six units, and one page of writing practice in type after each of the twelve chapters—a total of forty-eight pages in all, filled with graded sentences, paragraphs, and business letters, modern in style and content.

8. The pedagogical value of the new Manual is greatly enhanced by the use of larger type and a bolder style of shorthand than in the present edition.

We feel confident that teachers and students will be delighted with the ease and rapidity with which a useful stenographic skill may be developed by following the up-to-date procedure set forth in this new Manual.

The committee received answers to its questionnaire from 28 of the 58 high schools included in the survey. In a summarized report to the State Board of Education, the committee requested that the following changes be made in the commercial curricula:

1. That Junior Business Training, including Penmanship and Commercial Arithmetic be taught in the Junior High Schools, which means in the eighth and ninth grades where there are twelve grades.

2. That Commercial Geography be taught *one-half year, and as a commercial subject.*

3. That the bulletin of the State Board of Education for Commercial Training *page 21* be printed *one unit* for 36 weeks instead of *one-half unit* for 36 weeks of Bookkeeping.

4. That Economics take the place of Problems of American Democracy, and *be taught as a commercial subject.*

5. That in the near future Business English in the form of formal grammar, plus English

that the high school graduate needs on entering business, be introduced as a Senior requirement and be an open elective for all high school students, this to take the place of a term of regular Senior English *or* as an extra credit.

6. That a unit of *Senior Business Training* be given, covering one-half unit for Salesmanship, and one-half unit for Business Organization.

7. That there be no caste division like: (1) General A Course covering English, Science, Social Science, or Mathematics; (2) General B Course—College preparatory; and (3) Commercial Course; *but* one High School Diploma majoring in Academic work, Commercial work, or Foreign languages.

A complete copy of the survey may be obtained by addressing the chairman of the committee, Mr. E. F. Burmahln, director of the Department of Business Education, E. C. Glass Senior High School, Richmond, Virginia.

Obituary

Alfred G. Belding

MR. ALFRED G. BELDING, director of commercial studies in the New York City schools, died at his home in Lawrence, Long Island, on Thursday, March 21, after but a week's illness of pneumonia.

Mr. Belding was recognized as an authority on commercial teaching. Twenty years ago, after teaching for four years in Japan, he was made honorary dean of the commercial department in the College of Kobe by the Japanese Government. It was he who established the department.

He was a graduate of New York University Law School. Before his appointment as director of commercial studies in the city schools, he was acting principal of the Far Rockaway High School, where for many years he had been a member of the faculty. He had been a member of the Summer faculties of Johns Hopkins University in Baltimore, Hunter Col-

lege in New York City, and the State College for Teachers at Albany.

About two years ago leave of absence from his school duties was given Mr. Belding that he might help draft the character examinations for entrance to the New York State bar. He also helped reorganize the system of examinations for entrance to the bar.

Mr. Belding was the author of several textbooks, including Rational Bookkeeping and Accounting, which he wrote in conjunction with Mr. Greene. He was active recently in revising the New York State Syllabus in Commercial Subjects, and at all times was generous in helping to advance the best interests of commercial education.

Mr. Belding was born in Oppenheim, Herkimer County, New York. A widow, Mrs. Irene Belding, president of the Far Rockaway Women's Club, a son, John, and two daughters, Alice and Helen, survive.

First Philadelphia Radio Shorthand Contest

80, 100, 120 WORDS A MINUTE

SIX GOLD MEDALS

Station WLIT May 16 7:30 P. M. Daylight Saving

Training Your Typists for Business

(Continued from page 314)

Here are two very simple rules which are so short that the student can commit them to memory in a few minutes.

To Place the Address

For every letter up to 50 words in length, start the address on the 25th line from the top of the sheet of letterhead. For all letters over 50 words in length, raise the address one line for each additional 25 words. For example: The address of a 75-word letter should start on the 24th line, that of a 100-word letter on the 23d line, etc.

No rule is given, here, for the placing of the date of a letter, as this varies with the style of the letterhead, the length of the letter, and the taste of the individual who writes it. Since one-page letters easily fall into three groups, short (50-100 words), medium (101-200 words), and long (201-300 words), it is convenient to say that in writing short letters the date looks well placed seven spaces above the address; in medium letters, five spaces above the address; and in long letters, three spaces above the address.

To Determine the Length of Line

To determine the length of line to use for letters of different lengths, use a 4-inch line for all letters up to 100 words in length. Above 100 words, increase the length of line one inch for each additional 100 words. Do not bother with half-inches or fractions of an inch. For example: Use a 5-inch line for letters between 101 and 200 words in length, and a 6-inch line for letters between 201 and 300 words in length. Letters which are longer than 300 words are usually placed on two pages.

These rules are correct for either *pica* or *elite* type. It must be borne in mind that there are ten spaces to an inch on a *pica* type scale and twelve spaces to an inch on an *elite* type scale. The student should be cautioned to set the marginal stops correctly and WRITE THE LENGTH OF LINE FOR WHICH THEY ARE SET.

Most of the time on Monday is consumed in explanations, analysis of the parts of a letter and the style which is to be used. Any time that is left is spent in applying the rules to the letters in the text, without doing any writing. The purpose of this drill is to teach the operator to make a quick application of the rules until the time comes when automatization enables him to look at the copy, rough draft, or shorthand notes, and place the letter artistically without any conscious placement effort on his part.

TUESDAY—On this day he is given a full period assignment of one short, one medium, and a second short letter. The form is Full Block with Open Punctuation. The short letters differ enough in length so that the typist

will have to apply the rules in each case; as, one letter of 50 words and one of 95 words.

WEDNESDAY—Since business training requires that the operator shall be skillful in writing numbers, he is assigned on Wednesday copy which calls for the use of numbers or a simple tabulating lesson which requires numbers. These lessons are carefully chosen from the text and are timed frequently in order that he will be prepared to make a good score when the tabulating tests are given.

THURSDAY—This is the regular weekly fifteen-minute test day. Any time left after the test is finished and checked is spent in skill development practice.

FRIDAY—The same procedure is followed as in the First Semester. After the student has made up his weekly record and brought any Progress Graphs which he may be keeping up to date, he uses the time which remains in erasing and making corrections on the letters which he wrote during the week. This gives him additional practice in alignment, a process which should be "speeded up" and timed from time to time.

The Balance of the Semester

The next week, the eleventh, the same procedure is followed, continuing the same style—Full Block with Open Punctuation. In the twelfth week, he is given a timed test on this form. He is told the week before that this test is coming, so he may spend any time he has left after completing his regular daily assignments in practising for speed and accuracy in planning and writing letters of different lengths. The thirteenth week, his letter work is confined to the Indented Form, with Closed Punctuation. In the fourteenth week, he is timed on this form. He learns the Modified Block Form with either Open or Closed Punctuation in the fifteenth week. He is timed on the Modified Block Form in the sixteenth week. During the remaining four weeks he is given one new thing, as Special Attention Notices, in the letter assignment on Monday, and is given a timed test on letters on Tuesday.

Too much time should not be spent on letters in the Second Semester. It would be wiser to spend the time in skill development work and write no letters, but in many schools as many as fifty per cent of the students take only one year of typing. These students should be given some instruction in letters.

Let the letter work of this semester be confined to perfecting the process and reducing the time consumed in writing the three forms mentioned and leave the rest for the Third Semester. The major part of the Second

Semester should be spent on straight copy work, with the purpose of increasing the speed while holding to a high standard in accuracy. It is impossible for the typist to attain a reasonable speed if he does too much Form Work in the early stages of his training.

A Typical Week in the Third Semester

The Tenth Week

MONDAY—A Letter Assignment. This assignment consists of one long letter requiring a Special Attention Notice and Interorganization Letter, and a short letter with an enclosure. The form and punctuation to be used in the first and last letters are designated by the instructor when the assignment is made.

TUESDAY—A Tabulation Assignment. There are three assignments on this day. The longest one is given first place, in order that the slow students in the class shall be sure to finish it. The first assignment is an exercise which requires a centered title, five column headings, and five columns. The second assignment contains three columns, and the third one contains four columns.

In all form work the instructor should bear in mind that if the typist is to become an efficient office worker, a check must be kept on the length of time it takes him to "plan" his work and whether his "first plan" is correct. The procedure in tabulating is as definite as that in writing letters.

WEDNESDAY—A Rough Draft Assignment. During the third and fourth semesters, the student is given considerable practice in reading rough drafts. He reads many more drafts than he can possibly find time to write. The purpose in giving him a rough draft is not to test his skill in writing but his skill in reading. We take it for granted that if he can read with ease, he can produce a satisfactory copy of the draft. When he first begins to read rough drafts, he is cautioned to read the draft all the way through before he begins to write. He should, sometimes, read it several times, so that there will be no hesitation when he begins writing. He is timed on reading rough draft as well as on reading and writing rough draft copy. The instructor may in this way determine what help he needs to reduce the time he consumes in the operation.

THURSDAY—Test Day. He follows the regular procedure for the fifteen-minute test, which is written and checked according to International Rules.

FRIDAY—Alignment and Correction Day. In the absence of any material in the textbook for this lesson, the student corrects the errors which he has checked on his assignments for the week. This calls for practice in erasing,

inserting, and aligning. In addition to this practice which he gets in making corrections, he is required to take a letter test in which he uses carbon paper at least once in three weeks. In this test he corrects all the errors on the original and the carbon. The test is timed. This training is important, for he will have to make corrections when he goes out to work and he should be able to do it quickly and neatly.

The Fourth Semester

The work of this semester is done on actual forms. The training of the previous semesters has all been toward this end. If he does not have practice in the use of actual forms, he will be both ignorant and nervous when he is given them on his first job. Budgets of forms, or Pads containing letterheads and forms are now available for little more than the cost of the paper which the average student uses.* These contain letterheads, bills, and statements, telegrams, legal papers, etc.

The same routine is followed as in the previous semesters in order that no operator may lose any skill which he may have attained. Another advantage in this organization of practice matter is that the student knows ahead of time just what type of work he will do on a certain day of the week, and he can always make the best possible use of any practice time which he may have.

I realize that the teacher who gives this type of business training from the beginning of the course, does not have much time during recitation periods to check papers. On the other hand, she does not have as many papers to check and no worthless copy to look over. Every paper which is turned in, is *written* with a definite purpose, *checked* with a definite purpose, and, in practically every case, *accomplishes* a definite purpose. Generally speaking, conscientious teachers check too many typing papers. Fifty per cent of the work of the student should be practice work, which he does in order that he may produce a certain result at a specified time. No teacher attempts to read all the practice shorthand a student writes. Why should all the practice typescript be read? During the first two years of his course, the typist should have one definite assignment which he should grade and turn in, each typing period. It is not at all necessary for his development that the whole period should be consumed in writing it. Why should you read reams of letters to find out whether Mary can write a good letter? Give Mary, along with the other members of her class, a test on letters as has been suggested in this article. The test may consist of three letters and be timed for twenty minutes. Have this work turned

* A Budget of Forms is provided with RATIONAL TYPEWRITING. SECRETARIAL STUDIES has a Pad which contains enough forms for one semester.

in as soon as it has been checked and graded. The students who finish the entire assignment and make a grade may practise tabulation, alignment, or any other operation on which they feel they are weak, and students who do not finish because they were too slow "getting under way" may continue to practise letters.

On tabulation day, follow a similar procedure. One tabulation exercise which requires a title, column headings, and from five to ten items in the columns is sufficient for this test.

When you use this method you not only find out whether Mary can do the task assigned, but you know her speed, as well, and you find it without drudgery on either her part or yours. She always practises with a purpose, and you

always assign and check with an even more definite purpose. Students trained in this way during the first two years of the course, really enjoy Office Practice. Their work with the mimeograph, duplicator, dictaphone, multi-graph, addressograph, *et al.*, is speedy and accurate. They set a splendid example of correct business procedure within the department, and render efficient service in other departments of the city school system.

After all is said and done, there are only a few operations which we need to teach the high school typist in order that he may succeed in any position which he may secure. If these operations have become automatic and he has used actual forms during the final semesters of the course, he may go forth to work with

(Continued on page 348)



From Shorthand Teacher to State Superintendent of Schools

VIERLING KERSEY, Los Angeles Assistant City School Superintendent since 1923, was appointed in February by Governor Young as State Superintendent of Public Instruction, succeeding William John Cooper, the present United States Commissioner of Education in Washington.

Mr. Kersey is thirty-eight years of age, a native of Los Angeles, and a graduate of the schools of that city. He secured his A.B. degree in 1916 and his M.A. in 1921, both at the University of Southern California.

He was a high school teacher from 1911 to 1914, at one time teaching Gregg Shorthand. In 1914 he was advanced to the position of high school vice-principal; in 1918, to principal; in 1919, to director of Continuation Education for the city of Los Angeles; and in 1923 he became assistant superintendent of the Los Angeles city schools.

While several commercial teachers have advanced to positions of high school principal



Vierling Kersey
Sacramento, California

and city superintendent, Mr. Kersey, we believe, is the first commercial teacher to be elected as State Superintendent.

Mr. Kersey is a member of the Lecture Bureau of the University of California and was instructor at the summer sessions of that institution from 1921 to 1924. He taught at the University of Southern California during the summers of 1921 to 1928 and at Leland Stanford University in 1928. He is the author of various articles and pamphlets on general phases of education and also of special articles on vocational, civic, and continuation education.

Mr. Kersey's hobbies are athletics and boys' work. He is past-president of the Los Angeles Council for Promotion of Boys' Work, and a director of the Woodcraft Ranger Organization.

Mr. Kersey's appointment has met with universal approval on the Pacific Coast. Governor Young has again shown that he has the educational welfare of his state close to his heart.

The Common or Garden Variety of Tests

By W. W. Renshaw

Manager, New York Office, The Gregg Publishing Company

ONE day a teacher sent me a package of tests which she had given the students on completion of the fourth lesson, asking my opinion of the test, the proficiency of the students as shown by their outlines, and whether or not the students "wrote shorthand satisfactorily." The tests consisted of several pages of isolated words written in longhand with the corresponding shorthand outlines alongside.

As this type of test is still being widely used, the editor has suggested that other teachers might be helped by the publication of the reply. It read as follows:

"It has been a pleasure to comply with your request that I go over the examination papers accompanying your letter. It is very often helpful to get someone else's viewpoint on our own work, and I shall endeavor to offer some suggestions that may prove worthy of your consideration.

"First of all, let me congratulate you on the thoroughness with which you have drilled the students in the theory of Gregg Shorthand. It is seldom that I have seen a set of papers that reflected so thorough a mastery of the principles. There should be no question at all about the ability of your students to become satisfactory stenographers; but since you have asked for a frank expression of opinion, do you mind my saying that the tests and the students' work indicate rather clearly that marked improvement in the students' work is likely to come about only through some changes in your own ideas and methods?

"I know you will not take offense at this comment, for we both know as teachers that we as well as students should take stock occasionally to make sure that the work we are doing is up to standard and well designed to accomplish our ultimate objectives. May I therefore submit the following comments?

Penmanship

"As you reinspect the students' work, do you notice that most of the outlines end not with a hairline finish but bluntly, in many cases even with a dot, showing that the pen paused there? This shows a sluggish, labored style. I get the impression that, for a while at least, the students would profit from daily drills such

as are provided in our 'Practical Drills in Shorthand Penmanship,' a copy of which will be sent you if you are not already familiar with it. These drills will not only add to the ease and fluency with which the individual outlines are written—they will develop instantaneous passing from one outline to another with no lost motion between. You will also notice, after the students have worked on these drills awhile, that a tendency to unsteadiness in the outlines will be replaced with full, free strokes that will be a joy to look at. If you have a copy of the *American Shorthand Teacher* for December, 1925, read Mr. Fry's article entitled 'The Development of Artistic Shorthand Writing.' He points out in a very convincing manner the utilitarian as well as the aesthetic values of artistic shorthand writing.

Laying the Foundation for Speed Development

"Many of the outlines give evidence of distinct pauses between characters. Notice, for instance, that in many of the outlines for 'glad' there is a distinct pause between the *gay* and the *l*. This suggests some brief comments on a very elementary phase of speed development.

"(a) The old-fashioned method of teaching shorthand was to finish the textbook and then begin to crowd for speed. The new method is to introduce the shorthand character to the student, not as a shorthand character, which suggests to him hieroglyphics and therefore difficulty, but as a penmanship drill. That penmanship drill is executed rapidly and fluently, *the teacher setting the pace*. It doesn't make much difference the first day in the shorthand course whether you call it speed or facility of execution—the point is to write the drill and then the character rapidly and fluently.

"(b) The second stage in speed development is the smooth, facile joining of characters with no perceptible pause between them. This applies not only to such combinations as *kr*, *kl*, *rk*, etc., but it also applies to characters which join with angles. There should be no *perceptible* pause even where there is an angle.

"(c) The execution of wordforms and phrases as entities: The student should not construct an outline haltingly, making it up as he goes along. He should have a clear mental picture

of the outline as a whole and then proceed with the facile execution of the outline which he sees in his mind's eye.

"(d) The fourth phase in speed development—and it, too, begins in the first lesson—is in the writing of connected matter. In this teachers and students have in mind both rapidity and ease in passing from one outline to the next and the developing of the word carrying capacity.

"By the way, having called attention to the outline for the word 'glad,' may I point out to you before leaving this subject that the wordsigns deserve special consideration for two reasons: First, their frequency makes it imperative that they be absolutely mastered; second, because of their brevity, wordsigns should be accurately executed.

Vowel Indication

"I note that in this test on the fourth lesson the students give the vowel indications on the A and E groups. You will note that this is not done in the Manual after the second lesson. I doubt if there is any advantage in doing this at the end of the fourth lesson.

Connected Matter

"The papers you sent me consist entirely of lists of words. I suggest, because of the considerations mentioned above, that the emphasis, even in tests, be placed as early in the course as possible on connected matter. This suggestion is based on very practical reasons. You will also find that it will help tremendously in motivating the work.

Longhand Writing

"The test consists of several pages, two columns to the page, of words which the students have written in longhand, followed by the shorthand outlines. May I stress the desirability of rigorously eliminating the writing of longhand during the shorthand period, whether it be a regular classroom session or a test? The more time the students devote to the reading and writing of shorthand, the more proficient they are going to become. Under no

circumstances should there be any longhand writing unless it can be justified in the most unmistakable manner. The writing out of a reading exercise would be one such instance.

"If the longhand section of the test in question was copied from the blackboard, it represented just so much time that might better have been devoted to the reading and writing of shorthand. If the test was dictated, the students writing the longhand words from the teacher's dictation, that, too, represented a very serious loss of precious time. It is more efficient, if a test of this kind is given, to hand the students multigraphed tests or printed tests such as are provided in our 'Progressive Exercises.'

Was the Test Dictated?

"The outward evidences indicate that the student looked at the longhand word and then wrote the shorthand outline. There is need for this kind of work as, for instance, in a homework assignment based on a general exercise when a student is going through the process of learning how to apply a new and unfamiliar principle. It seems to me, though, in devising such a test as you evidently intended this to be, we should have in mind the testing of the student's progress in his ability to do the thing that he is ultimately going to be called upon to do. As a stenographer he is not going to look at longhand forms and write the corresponding shorthand outlines. He is going to hear the spoken word and write the corresponding shorthand outline. Shouldn't, then, a test at the end of the fourth lesson—even at the end of the first lesson—reflect the student's ability to write shorthand from the spoken word?

"I know you will understand the frankness with which I have written, knowing that it is really the best interests of your students that we both have in mind.

"If any of the suggestions mentioned above commend themselves to you, I hope you will be good enough to let me know how they work out. I hope I may hear from you frequently concerning these matters in which we are both so deeply interested."

A Novel "Interest" Plan

We have worked out a plan whereby pupils may earn extra credit by transcribing an article a month from the Gregg Writer, or give a written report on one of the instructive longhand articles. They enjoy doing it and it is more practical than oral reading.

**—HILDA BOHNER,
Lewistown, Pennsylvania**

Teacher Certificate Winners

A NICE club of O. G. A. papers awhile ago came to the Credentials Department of the *Gregg Writer* from Miss Ethel Rollinson, of the School of Business, Columbia University. Miss Rollinson, herself an expert shorthand writer and author of the Rollinson Diagnostic Tests, is known to many teachers of Gregg Shorthand for the splendid work she has done in teaching executional technique of shorthand writing in the Normal classes at the University. And speaking of teacher-

training, Mr. W. J. Bentley, of the Business Education Department of the East Central State Teachers College, Ada, Oklahoma, writes that he is interested in organizing an O. G. A. club in that college. A good many teachers' colleges and schools with teacher-training courses, have adopted the O. G. A. as a standard measurement test in shorthand penmanship, while more and more teachers have qualified for the *Gregg Writer* credentials. Here is a list of recent certificate winners:

O. G. A. Awards

Gold Pin

Edith E. Snapp, Analay Union High School, Sebastopol, California
Sister Mary Norberta, St. Mary's School, Philadelphia, Pennsylvania
Lena Garrett, High School, El Paso, Texas
Mrs. Gladys S. Hartsel, High School, Centerville, Iowa
Agnes S. Keenan, High School, Rhinebeck, New York
Floy Finney and Frances Small, Main Avenue High School, San Antonio, Texas
Blanche Ralph, Metropolitan Business College, Cleveland, Ohio
Genevieve Manley, Bulkeley High School, Hartford, Connecticut
Helen Cooley, West Virginia Business College, Fairmont, West Virginia
Sister Loyola, Sister M. Centina, Sister M. Engelmanns, Sister M. Estras, and Sister M. Consolatrix, St. Ann's High School, Geddes, South Dakota
Ruth Roberts, New York, New York
Elsie K. Lindstrom, New York, New York
Ira Jane Hand, High School, Attica, New York
Bernice Maguire, New York, New York
Helen C. Kentley, New Haven, Connecticut
Albert M. Michaels, Brooklyn, New York
Sister Maria Dorothy, Our Lady of Grace Con. School, Hoboken, New Jersey
Sister M. St. Andrew Corsini, St. Joseph's Industrial School, Boston, Massachusetts
Lizale Seegar, Greeneville, Tennessee
Emma L. Jones and Alice White, The Powell School of Business, Scranton, Pennsylvania
Ira Loy, Crosby-Ironton High School, Crosby, Minnesota
Loretta Moyle, Office Training School, Jeannette, Pennsylvania
Anna Fox, Bird's Business Institute, New York, New York
Galia M. Null, High School, Greensburg, Pennsylvania

Melissa Spratt, Columbia University, New York, New York
Agnes W. Horsburgh, East High School, Cleveland, Ohio
Evelyn E. Gardner, High School, New Canaan, Connecticut
Marie McCarthy, State College of Washington, Pullman, Washington
Muriel Wilson, High School, Salem, Oregon
Helen G. White, Fresno, California
Vina Jasper, Meridian, Idaho
Belle Wilson, Junior High School, Corcoran, California
Vera Habenicht, Powell County High School, Deer Lodge, Montana
Itha Clinton, Corvallis, Oregon
Mildred Williams, Portland, Oregon
Onnoles A. V. Campbell, New York, New York
Alice L. Driesbaugh, New York, New York
Sister M. Gertrude, New York, New York
Mrs. Inez Crow, Los Angeles, California
Mrs. Lillie P. Elliot, Richmond, Virginia
Carl Ode, State Teachers College, Valley City, North Dakota
Mrs. Susette B. Tyler, Columbia University, New York, New York
Agnes A. Jackson, New York, New York
Sister St. Gabriel dell'Adolorata, Notre Dame High School, Waterbury, Connecticut
Sister Maria Barbara, Sacred Heart School, Waterbury, Connecticut
Sister M. James, St. James School, Penns Grove, New Jersey
Ruth A. de Witt, High School, Schenectady, New York
Sister M. Michael, St. Michael's Villa, Englewood, New Jersey
Brother W. D. Ryall, Sonar High School, New Rochelle, New York
Sister M. Dionysia, Tarrytown, New York
Sister H. Mary Denis, Notre Dame High School, Waterbury, Connecticut

Sister Mary Breda, Nazareth High School, South Boston, Massachusetts
Christine G. Snapp, Pasadena, California
Eva Jessup, Los Angeles, California
Mrs. Grace B. Beel, Los Angeles, California
Vivienne Sage, Los Angeles, California
Gladys Dean Smith, Los Angeles, California
Lydia Pirckert, Los Angeles, California
Anna Neft, Los Angeles, California
Marion D. Hart, Los Angeles, California
Mildred Davidson, Burbank, California
Vera A. Childs, Pasadena, California
Elizabeth Buckley, Blythe, California
Mary E. Armstrong, Tranquillity, California
Ruth McLeilan, Mexico High School, Bidionville, Maine
Evelyn Shoshan, Los Angeles, California
Mildred Watters, Union High School, Santa Maria, California
Helen M. Quinn, High School, Huntington, Massachusetts
Pearl De Vore, Fayetteville Business College, Fayetteville, Arkansas
Katherine Cordes, Community High School, Havana, Illinois
Mrs. Fred E. Burkett, San Antonio, Texas
Freda B. Glaco, Madera, Pennsylvania
James Wipfield, S. M., St. Xavier Commercial High School, Cincinnati, Ohio
Mildred S. Stephens, High School, Pearl River, New York
Ella M. Gibb, Wyoming, Delaware
Wanda Walker, Roosevelt High School, Wyandotte, Michigan
Muri Liston, Morgantown Commercial College, Morgantown, West Virginia
Esther Rosenquist, High School, Wren, Ohio
Clara Melver, High School, Nashauk, Minnesota
Alma M. Eaton, Wilby High School, Waterbury, Connecticut
Ethel G. White, Consolidated School, Thayer, Iowa

Edith Hess, Arkansas Agricultural and Mechanical College, Monticello, Arkansas
Ruth P. Keith, High School, Groveland, Massachusetts
M. Coletta Harvey, Coffeen, Illinois
Vivian L. Allen, Montpelier Seminary, Montpelier, Vermont
Irene C. Rasmussen, High School, Phillips, Wisconsin
Dorothy Hodgins, High School, Otsego, Michigan
Edith D. White, High School, New Prague, Minnesota
Henrietta Luecke, West Chicago Public Schools, West Chicago, Illinois
Jean W. Rae, Southeastern High School, Detroit, Michigan
Lolita Maedke, High School, Hudson, Wisconsin
Sister Mariangela, St. Mary's High School, Williamsport, Pennsylvania
Dorothy B. Guptill, High School, Berwick, Maine
Louise Kimzey, High School, Clinton, Missouri
Mrs. Nelle D. Powell, Mt. Pleasant School, Claude, Texas
Milton Bast, High School, Clinton, Oklahoma
Hazel G. Krouse, High School, Hollidaysburg, Pennsylvania
Alice T. Hickey, Hartford High School, Hartford, Connecticut
Herbert Tobias, High School, Beach, North Dakota
Ethel L. Rice, Alexander High School, Nekoosa, Wisconsin
Ruth E. Nyhart, High School, Hilliards, Ohio
Edythe Eabenshade, High School, Red Lion, Pennsylvania
Mary Ruth Smith, Concord Township High School, St. Joe, Indiana
M. Coletta Harvey, Coffeen, Illinois

Superior Merit

Alice H. Colby, Rochester, New York
Pearl Rutherford, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma

- Ethel McCormack, High School, Ashland, Oregon
 Florentine Schmitz, St. Peter's College, Muenster, Saskatchewan, Canada
 Coral H. Rager, Universal Institute, Fort Wayne, Indiana
 Helen L. Gammon, Emporia Business College, Emporia, Kansas
 Maude Gray, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma
 Lizzie Seegar, Cedar Creek Academy, Greenville, Tennessee
 Archibald Plater, Washington, D. C.
 Huldah A. Glidewell, Chillicothe, Missouri
 Blanche Gendreau, Thibodeau Business College, Fall River, Massachusetts
 F. C. Castillo, Naga, Camarines, Sur, Philippine Islands
 G. M. O'Neill, Salt Lake City, Utah
 Helen Cooley, West Virginia Business College, Fairmont, West Virginia
 Berdjouhie Mesrobian, Scutari, Constantinople, Turkey
- O. A. T. Awards**
Gold Pin
 Anna G. Collins, Cambridge High School, Cambridge, Maryland
- Beatrice E. Hayes, Eckley High School, Eckley, Colorado
 Marjorie J. Warnock, Wethersfield Township High School, Kewanee, Illinois
 Lorene Smith Landy, High School, North Adams, Michigan
 Marie Crossland, Community High School, Homer, Illinois
 Sister St. Mary Denis, Catholic High School, Waterbury, Connecticut
 Prof. A. E. Leonard, Montreal, Verdun, Canada
 S. S. Gabriele Dell'Addolorata, Catholic Girls' High School, Waterbury, Connecticut
 Herbert Tobias, High School, Beach, North Dakota
 Ruth L. Newton, High School, Genoa, Nebraska
 Anna E. Johnson, High School, Center Point, Nebraska
 Mary Ruth Smith, Concord Township High School, St. Joe, Indiana
 Francys Naslund, High School, Faith, South Dakota
 Sister Marie Gabriel, Holy Family Academy, Beaver-ville, Illinois
 Esther F. Lange, High School, Kent, Washington
 Katherine Cordes, Havana Community High School, Havana, Illinois
- J. D. Ducharme, 372 Willibrod Avenue, Verdun, Quebec, Canada
 Sister St. Gabriel dell'Addolorata, Notre Dame High School, Waterbury, Connecticut
 Vivian L. Allen, Montpelier Seminary, Montpelier, Vermont
 Henrietta Luecke, West Chicago Public Schools, West Chicago, Illinois
 Sister M. Engratia, St. Mary School, Mundelein, Illinois
 Herbert Tobias, Beach High School, Beach, North Dakota
 Irene C. Rasmussen, Phillips High School, Phillips, Wisconsin
 Ethel G. White, Thayer Consolidated School, Thayer, Iowa
 Arthur J. Sullivan, Pennsylvania Avenue High School, Cumberland, Maryland
 Leo Horton, Bertrand High School, Bertrand, Nebraska
 Anne P. Hourin, Gregg Shorthand School, Framingham, Massachusetts
 Mrs. E. H. Timberlake, 319 South Tenth Street, Ponca City, Oklahoma
 Sister M. Syra, Convent of St. Francis, Philadelphia, Pennsylvania
- Sister Mary, Immaculate Conception Academy, Washington, D. C.
 Elizabeth Steele, Cream City Business College, Milwaukee, Wisconsin
 Louise Kimzey, Clinton High School, Clinton, Missouri
 Edith Hess, Arkansas Agricultural and Mechanical College, Monticello, Arkansas

C. T. Awards

Gold Pin

- Sister M. Justina, St. Joseph School, Peru, Illinois
 Sister Helene-du-Crucifix, St. Joseph Academy, Salem, Massachusetts
 Zenith Homberger, Rantoul Township High School, Rantoul, Illinois
 Vivian L. Allen, Montpelier Seminary, Montpelier, Vermont
 S. B. Morrell, London, W. 5, England
 Katherine Cordes, Havana Community High School, Havana, Illinois
 Beulah Leyh, West Virginia Business College, Fairmont, West Virginia
 Mrs. E. H. Timberlake, 319 South Tenth Street, Ponca City, Oklahoma
 Sister Mary, Immaculate Conception School, Washington, D. C.



Objective and Subjective Tests

(Concluded from page 322)

Having considered the forms of both question and answer in the subjective and the objective form of question for the written examination, we may well enquire into the reasons why teachers have used the former almost exclusively and why standard tests have always used the latter. Teachers have felt that they must test the power to draw conclusions from the facts learned and in addition to this must test the ability to organize these facts, rather than to ask for the mere repetition of the facts themselves, for the pupil with a good verbal memory may be able to answer glibly and yet not be able to use his knowledge.

Objective questions have been used in standard tests because the answers to these must be in a form that will make the results comparable, a condition that cannot be brought about when each examiner can regard the question from a different viewpoint. Moreover, it has been found that objective questions can be made that will test the power to reason, and also the power to draw conclusions from the facts they know, in order to answer the question correctly.

Another question that arises is whether teachers will get as reliable an index of the pupil's knowledge by objective tests scores by points as they do with the old form of examination question. An experiment to investigate this was carried out by McAfee.* He gave three short tests, taking from fifteen to twenty minutes each, that covered the whole range of American History, to fifty-seven seventh-grade pupils. The first was a simple associative reaction test of twenty questions, with one simple response to each question, otherwise known as the simple recall or one-word answer test. The second test was the yes-no type, and the third was of the ordinary discussion form which required an organization of the answer material.

The results of McAfee's experiment showed that the simple associative reaction test was the most reliable. He shows also that questions of this type are easily prepared and can be made reliable by observing three regulations: that the fact is worth knowing, that it was learned in the course, and that any answer given is definitely right or wrong.

* McAfee: The Reliability of Non-Standardized Point Tests, Elementary School Journal, April, 1924, p. 579.

Connecticut Business Educators' Meeting

(Concluded from page 320)

Mr. Harold H. Smith, of New York, spoke on some High Lights in the Teaching of Skill, and applied his remarks to typewriting practice, adding a shorthand demonstration for full measure. He stressed correct use of the phonograph and the Rational Rhythm Records available.

Officers for the coming year are:

President, Joseph P. Kennedy, Wilby High School, Waterbury

Vice-President, J. C. Moody, Moody Secretarial School, New Britain

Secretary, Miss Thenice Powers, Wilby High School, Waterbury

Treasurer, George S. Murray, New Haven Commercial High School, New Haven

Executive Committee, N. B. Stone, Stone College, New Haven; Roderick K. Stanley, Weaver High School, Hartford; J. Harold Short, Short Secretarial School, Stamford



A Short Method of Determining Speed Test Grades

By Nora Forrester

Wichita High School East, Wichita, Kansas

QUANTITY or worth of a test paper in points in the new short method I have worked out, is arrived at by subtracting errors from net rate per minute. In this way accuracy has been considered twice—just as much as it has been in the ordinary method of averaging grades for speed and accuracy and then taking those results to arrive at relative worth of tests.

However, by this new method, the relative worth of a number of tests can be obtained much more quickly than by the ordinary method.

Thus a paper having 49 net words per minute perfect is said to be worth 49 points. While

a paper having 49 net words per minute with 4 errors is said to be worth only 45 points. (49 minus 4 equals 45) Other examples are shown below—net rate is figured as usual.

ERRORS	NET RATE THE MINUTE	WORTH OF TEST IN POINTS
1	49	48
3	49	46
8	49	41

Each school could arrange its own scale by the use of this principle. The scale used in the Wichita High School East appears in the tables below:

GRADING SCALE FOR SPEED TESTS FOR ALL FOUR SEMESTERS AS USED IN WICHITA HIGH SCHOOL EAST, WICHITA, KANSAS

FIRST YEAR

FIRST SEMESTER	SECOND SEMESTER
<i>First Six-Weeks</i>	<i>First Six-Weeks</i>
Not giving speed tests	A for 40 or more points
	B for 35 to 39 points
	C for 25 to 34 points
	D for 20 to 24 points
	F for 19 or less points
	<i>Second Six-Weeks</i>
	A for 45 or more points
	B for 40 to 44 points
	C for 30 to 39 points
	D for 25 to 29 points
	F for 24 or less points
	<i>Third Six-Weeks</i>
	A for 50 or more points
	B for 46 to 49 points
	C for 35 to 45 points
	D for 30 to 34 points
	F for 29 or less points
<i>Third Six-Weeks</i>	
A for 35 or more points	
B for 30 to 34 points	
C for 20 to 29 points	
D for 15 to 19 points	
F for 14 or less points	

SECOND YEAR

THIRD SEMESTER	FOURTH SEMESTER
<i>First Six-Weeks</i>	<i>First Six-Weeks</i>
A for 51 or more points	A for 56 points or more
B for 47 to 50 points	B for 51 to 55 points
C for 36 to 46 points	C for 40 to 50 points
D for 31 to 35 points	D for 35 to 39 points
F for 30 points or less	F for 34 or less points
	<i>Second Six-Weeks</i>
	A for 58 points or more
	B for 53 to 57 points
	C for 44 to 52 points
	D for 39 to 43 points
	F for 38 points or less
	<i>Third Six-Weeks</i>
	A for 60 points or more
	B for 55 to 59 points
	C for 46 to 54 points
	D for 41 to 45 points
	F for 40 or less points
<i>Third Six-Weeks</i>	
A for 55 or more points	
B for 49 to 54 points	
C for 40 to 48 points	
D for 35 to 39 points	
F for 34 or less points	

REDUCED RATES

on term-end subscriptions

March } April }
 April } or May } only 25 cents
 May } June }

IN ORDER to coöperate with teachers we are making this offer for three-month subscriptions to finish out the term. Very often the last few months of the school year are the very hardest for the teacher—there are so many outside activities in full swing by that time. If your students are not already subscribers, this is the most opportune time to introduce the *Gregg Writer* to them.

The renewal of interest caused by the use of the *Gregg Writer* during the closing months of the school year will be a real aid in grooming your pupils for the examinations, and the helpful material included in these issues will be exactly what you need for the final review.

To enable us to make this offer we shall have to ask:

1. That the remittance be sent with order in every case.
2. That the magazines be sent in bulk to one address.
3. That the orders be for one of the two combinations given here. It is only in this way that we can handle such orders at so low a rate.

{ We reserve the right to return orders }
 { reaching us after our supply of maga- }
 { zines is exhausted. Order NOW. }

The Gregg Writer,
 16 West 47 Street,
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Gregg Writers for March, April, May
Gregg Writers for April, May, June

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DICTATION MATERIAL to Shorthand Plates in *The GREGG WRITER*

Education as an Asset to Success

By Dr. Frank Crane

No matter what a man's work, he can do it better if he is well informed. And the point here²⁰ is that education, while it has a larger bearing than a mere preparation for one's trade or profession, it is⁴⁰ the very best equipment for any sort of efficiency.

Whatever your peculiar calling, your expertness is more telling if it⁶⁰ rests upon a basis of general culture.

As a stenographer you will do better work and your chances of advancement⁸⁰ are much greater if you are familiar with history, know your Shakespeare, and are not in doubt as to whether¹⁰⁰ Botticelli is "the name of a cheese or a violin."

As a lawyer, doctor, or preacher, your reputation will very¹²⁰ likely rest as much upon your "all-aroundness," your wide acquaintance with the inside of great books, and the general¹⁴⁰ impression that you are not a narrow-minded specialist, as it will upon your technical finish.

Culture means intellectual background.¹⁶⁰

It means accumulated force behind your stroke.

It means that you are not only capable yourself, but that you know¹⁸⁰ how to absorb and use the capability of wiser persons.

It gives you perspective.

It increases your personality.

It strengthens²⁰⁰ your influence.

It keeps you from settling down to become a mere cog in the wheel, a little specialized piece²²⁰ of machinery to do a certain task, and makes you a human being, alive, vibrant, radiating.

It makes you Somebody,²⁴⁰ not just Anybody.

Many a mother has realized too late that she has no hold upon her children because of²⁶⁰ her lack of knowledge. They have grown up and gotten away from her.

Many a man has risen in the²⁸⁰ business world only to be humiliated because he has neglected to acquire that education which alone would qualify him to³⁰⁰ mingle on terms of equality with well-informed people. In fact, no man or woman who has neglected an education³²⁰ does not bitterly regret it sooner or later.

And no living person was ever sorry that he had secured an³⁴⁰ education.

There never was an age in the history of the world when it was so true as it is³⁶⁰ now that "knowledge is power."

And Knowledge is open to Everybody.

Its gates are unlocked, its door is unlatched, its³⁸⁰ road is as free as the king's highway.

The only things that prevent any person from acquiring useful knowledge are⁴⁰⁰ laziness, self-indulgence, weakness, and procrastination.

Even if you did not get a chance to go to school, or if⁴²⁰ you failed to improve your opportunity when young, you can still set out upon the royal road to Education if⁴⁴⁰ you have the will.

And even in the case of those who are college graduates, the best part of their⁴⁶⁰ education is gotten from their studies in the ten years after leaving school.

There is no single thing so essential⁴⁸⁰ to success in whatever calling as education. (487)

Lesson Seventeen

Words

Increasingly, divisibility, workmanship, justification, optical, supplemental, edification, oracle, centigram, seaward, understandingly, inability, surgical, radiogram, awkwardly, provokingly, ownership, landward, unknowingly, agreeability,²⁰ topical, falsehood, Edwards, penmanship, acceptability, granulated, impossibility, receptacles, impersonality, historically, insulation, exaltingly, sparingly, respectability, untoward, companionship, Flemington, pleasingly, departmental, windward,⁴⁰ Irvington, assuringly. (42)

Sentences

In all likelihood we shall forward the goods as stipulated in the contract. We shall be glad to recommend you²⁰ for the clerical position if you can meet the physical requirements. We shall consider the advisability of changing the traffic⁴⁰ regulations in your neighborhood. No radical changes will be made in the classical course this term. We are looking forward⁶⁰ to the formulation of a plan whereby we can offer the public a musical program this season. Please send us⁸⁰ a letter confirming the specifications set forth in your telegram of February 28. (94)

Lesson Eighteen

Words

Methodology, plurality, gymnastics, unity, telegraphs, individuality, prophetic, sociology, municipality, maternity, emphatically, static, vanity, operatic, apology, domesticated, severity, agility, cordiality, conformity,²⁰ aesthetic, activities, critics, serenity, humility, superiority, enmity, dictograph, authentically, vehicles, morality, solemnity, audacity, zoology, egotistic, infirmity, frugality, celerity, characteristically, climatic,⁴⁰ astrology, alphabetically. (42)

Sentences

His popularity with the management is largely due to his being an authority on securities. His familiarity with traffic conditions²⁰ in his community and vicinity made him a popular officer. The minority and not the majority of the committee questioned⁴⁰ the legality of his activities. His promotion was due to his charming personality and his capacity for hard work. The⁶⁰ athletic coach would not stand for any irregularity of habits on the part of the team. The manager was pleased⁸⁰ with her individuality and originality. (85)

Lesson Nineteen

Words

In order to present, I would like to find, several weeks ago, ought to be sure, I am sorry to²⁰ refer, of course it wasn't, at the present date, first-class goods, on account of these, City of Baltimore, Clothing⁴⁰ Department, Tenth Avenue, Electric Light Company, on account of the condition, if you are sure, as quickly as possible, supplying⁶⁰ you, connecting that, parcel post, I should like to be able, out of stock, so far as I know, at⁸⁰ such a time, early attention, long past due, suggesting that, kindly let us know, with the least possible delay, organizing¹⁰⁰ your, to a large extent, great deal, four or five, on account of the fact, if it would be possible,¹²⁰ we take pleasure, your immediate attention, shorthand department, entire satisfaction. (130)

Sentences

Kindly let us know if you will be able to attend the meeting of the Board of Education on Tuesday²⁰ at 8:30 p.m. Will you please send us a price list and order blank by return mail. Thank⁴⁰ you for your order of October 15, which you may be sure will receive prompt attention. We are mailing you⁶⁰ an application blank, which you will please fill out and return at your earliest convenience. The credit department informs us⁸⁰ that your account is long past due. For the time being we shall say little or nothing about the changes¹⁰⁰ to

be made in our shipping department. I am sure you will be able to appreciate the wonderful bargains we¹²⁰ are offering in our furniture department this week. (128)

Lesson Twenty

Words

Correspondent, massive, Rahway, Gloversville, Tampa, alignment, explosive, reweigh, Newark, New Jersey; progressive, careworn, adhesive, Parkersburg, Greenville, apprehensive, pensive, reappoint, considerate,²⁰ State of Mississippi, impressive, mailable, Elizabeth, Westville, State of Georgia, Elmsford, Fairport, State of Vermont, Nashville, Tennessee; defensive, Keyport, erosive,⁴⁰ movable, State of Rhode Island, Stamford, Fort Worth, abusive, assignments, agencies, Mansfield, considerably. (53)

Sentences

Reports from our agency in Atlanta, Georgia, speak very favorably of a general increase in business throughout our southern territory.²⁰ The consignment of goods billed to St. Louis, Missouri, was badly damaged in transit. The steamer, City of Buffalo, will⁴⁰ make daily trips between Cleveland, Ohio, and Detroit, Michigan. Extensive alterations are being made to our docks in Charleston, South⁶⁰ Carolina. A meeting of our advertising managers will be held in Washington, D. C., to discuss the advisability of an⁸⁰ intensive advertising campaign. (83)

Business Correspondence

Claim and Credit Letters

(From Gardner's "Constructive Dictation," pages 94 and 110, letters 1 and 17)

Bradbury Bros. Heating Co.
1219 Stout Street
Denver, Colorado

Gentlemen:

Complying with your letter of May 11, we²⁰ have notified the Adams Express Company that you are still short one roll from the shipment of seven rolls, Cases⁴⁰ No. 77125 to No. 77131 forwarded under date⁶⁰ of March 15.

We hope you will be able to find the missing roll; however, if it is not delivered⁸⁰ soon we suggest that you enter claim.

Very truly yours, (90)

Mr. Thomas Dillon
236 Upton Avenue
Minneapolis, Minnesota

Dear Sir:

While we want to thank you for²⁰ the order left with Mr. N. W. Jones, we regret that you did not mention intending to place an order⁴⁰ of this size while discussing your account with the writer.

We find that the new purchase is estimated at⁶⁰ \$274 and involves a larger line of credit than we have at any time arranged for.⁶⁰ While we have the usual commercial reports on file, we do not seem to be able to secure a complete¹⁰⁰ report of your financial situation. As it becomes necessary to secure this report before granting the additional credit which this¹²⁰ order will involve, we take the liberty of suggesting that you favor us, with a financial statement as outlined on¹⁴⁰ the enclosed blank form.

Possibly you would prefer to avoid all delays on this order, by arranging to continue the¹⁶⁰ account on the line of credit we have previously arranged for. If you can favor us with a payment of¹⁸⁰ about \$150 to apply on the purchase, it can be released at once.

We regret that it²⁰⁰ was necessary to delay your order, but with your assistance we feel confident that shipping arrangements can be completed very²²⁰ quickly.

Yours very truly, (224)

The

Story of a Thousand-Year Pine

By Enos A. Mills

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(Concluded from the April issue)

The base of his stump I carefully examined, and in it I found ten¹⁴⁰ hundred forty-seven rings of growth! He had lived through a thousand and forty-seven memorable years. As he was¹⁶⁰ cut down in 1903, his birth probably occurred in 856.

In looking over the rings¹⁸⁰ of growth, I found that a few of them were much thicker than the others; and these thick rings, or²⁰⁰ coats of wood, tell of favorable seasons. There were also a few extremely thin rings of growth. In places two²²⁰ and even three of these were together. These were the results of unfavorable seasons—of drought or cold. The rings²⁴⁰ of trees also show healed wounds, and tell of burns, bites and bruises, of torn bark and broken arms. Old²⁶⁰ Pine not only received injuries in his early years, but from time to time throughout his life. The somewhat kinked²⁸⁰ condition of several of the rings of growth, beginning with the twentieth, shows that at the age of twenty he³⁰⁰ sustained an injury which resulted in a severe curvature of the spine, and that for some years he was somewhat³²⁰ stooped. I was unable to make out from his diary whether this injury was the result of a tree or³⁴⁰ some object falling upon him and pinning him down, or whether his back had been overweighted and bent by wet,³⁶⁰ clinging snow. As I could find no scars or bruises, I think that snow must have caused the injury. However,³⁸⁰ after a few years he straightened up with youthful vitality and seemed to outgrow and forget the experience.

A century⁴⁰⁰ of tranquil life followed, and during these years the rapid growth tells of good seasons as well as good soil.⁴²⁰ This rapid growth also shows that there could not have been any crowding neighbors to share the sun and the⁴⁴⁰ soil. The tree had grown evenly in all quarters, and the pith of the tree was in the center. But⁴⁶⁰ had one tree grown close, on that quarter the old pine would have grown slower than on the others and⁴⁸⁰ have been thinner, and the pith would thus have been away from the tree's center.

When the old pine was⁵⁰⁰ just completing his one hundred thirty-fifth ring of growth, he met with an accident which I can account for⁵²⁰ only by assuming that a large tree that grew several yards away blew over and, in falling, stabbed him in⁵⁴⁰ the side with two dead limbs. His bark was broken and torn, but this healed in due time. Short sections⁵⁶⁰ of the dead limbs broke off, however, and were embedded in the old pine. Twelve years' growth covered them, and⁵⁸⁰ they remained hidden from view until my splitting revealed them. Two other wounds started promptly to heal, and, with one⁶⁰⁰ exception, did so.

A year or two later some ants and borers began excavating their deadly winding ways in the⁶²⁰ old pine. They probably started to work in one of the places injured by the falling tree. They must have⁶⁴⁰ had some advantage, or else something must have happened to the nuthatches and chickadees that year, for despite the vigilance⁶⁶⁰ of these birds, both the borers and the ants succeeded in establishing colonies that threatened injury and possibly death.

Fortunately⁶⁸⁰ relief came. One day the chief surgeon of all the Southwestern pineries came along. This surgeon was the Texas woodpecker.⁷⁰⁰ He probably did not long explore the ridges and little furrows of the bark before he discovered the wound, or⁷²⁰ heard these hidden insects working. After a brief examination, holding his ear to the bark for a moment to get⁷⁴⁰ the location of the tree's deadly foe beneath, he was ready to act. He made two successful operations. Not only⁷⁶⁰ did these require him to cut deeply into the old pine and take out the borers, but he may also⁷⁸⁰ have had to come back from time to time to dress the wounds by devouring the ant-colonies which may⁸⁰⁰ have persisted in taking possession of them. The wounds finally healed, and only the splitting of the affected parts revealed⁸²⁰ these records, all filled with pitch and preserved for nearly nine hundred years.

Following this, an even tenor marked his⁸⁴⁰ life for nearly three centuries. This quiet existence came to an end in the summer of 1301, when⁸⁶⁰ a stroke of lightning tore a limb out of his round top and badly shattered a shoulder. He had barely⁸⁸⁰ recovered from this injury when a violent wind tore off several of his arms. During the summer of⁹⁰⁰ 1348 he lost two of his largest arms. These were sound, and more than a foot in diameter at⁹²⁰ the points of breakage. As these were broken by a downpressing weight or force, we may attribute the breaks⁹⁴⁰ to accumulations of snow.

The oldest, largest portion of a tree is the

short section immediately above the ground, and,¹⁹⁶⁰ as this lower section is the most exposed to accidents or to injuries from enemies, it generally bears evidence of¹⁹⁶⁰ having suffered the most. Within its scroll are usually found the most extensive and interesting autobiographic impressions.

It is doubtful²⁰⁰⁰ if there is any portion of the earth upon which there are so many deadly struggles as upon the earth²⁰²⁰ around the trunk of a tree. Upon this small arena there are battles fierce and wild; here nature is "red"²⁰⁴⁰ in tooth and claw." When a tree is small and tender, countless insects come to feed upon it. Birds come²⁰⁶⁰ to it to devour these insects. Around the tree are daily almost merciless fights for existence. These death-struggles occur²⁰⁸⁰ not only in the daytime, but in the night. Mice, rats, and rabbits destroy millions of young trees. These bold²¹⁰⁰ animals often flay baby trees in the daytime, and while at their deadly feast many a time have they been²¹²⁰ surprised by hawks, and then they are at a banquet where they themselves are eaten. The owl, the faithful night-²¹⁴⁰ watchman of trees, often swoops down at night, and as a result some little tree is splashed with the blood²¹⁶⁰ of the very animal that came to feed upon it.

The lower section of Old Pine's trunk contained records which²¹⁸⁰ I found interesting. One of these in particular aroused my imagination. I was sawing off a section of this lower²²⁰⁰ portion when the saw, with a buzz-s-z-z-z, suddenly jumped. The object struck was harder than the saw. I wondered what²²²⁰ it could be, and, cutting the wood carefully away, laid bare a flint arrowhead. Close to this one I found²²⁴⁰ another, and then with care I counted the rings of growth to find out the year that these had wounded²²⁶⁰ Old Pine. The outer ring which these arrowheads had pierced was the six hundred thirtieth, so that the year of²²⁸⁰ this occurrence was 1486.

Had an Indian bent his bow and shot at a bear that stood²³⁰⁰ at bay backed up against this tree? Or was there around this tree a battle among Indian tribes? Is it²³²⁰ possible that at this place some Cliff-Dweller scouts encountered their advancing foe from the north and opened hostilities? It²³⁴⁰ may be that around Old Pine was fought the battle that is said to have decided the fate of that²³⁶⁰ mysterious race, the Cliff-Dwellers. The imagination insists on speculating with these two arrowheads, though they form a fascinating clue²³⁸⁰ that leads us to no definite conclusion. But the fact remains that Old Pine was wounded by two Indian arrowheads²⁴⁰⁰ some time during his six hundred thirtieth summer.

The year that Columbus discovered America, Old Pine was a handsome giant²⁴²⁰ with a round head held more than one hundred feet above the earth. He was six hundred thirty-six years²⁴⁴⁰ old, and with the coming of the Spanish adventurers his lower trunk was given new events to record. The year²⁴⁶⁰ 1540 was a particularly memorable one for him. This year brought the first horses and bearded men

into²⁴⁸⁰ the drama which was played around him. This year, for the first time, he felt the edge of steel and²⁵⁰⁰ the tortures of fire. The old chronicles say that the Spanish explorers found the cliff-houses in the year²⁵²⁰ 1540. I believe that during this year a Spanish exploring party may have camped beneath Old Pine and built²⁵⁴⁰ a fire against his instep, and that some of the explorers hacked him with an axe. The old pine had²⁵⁶⁰ distinct records of axe and fire markings during the year 1540. It was not common for the Indians²⁵⁸⁰ of the West to burn or mutilate trees, but it was common for the Spaniards to do so, and as²⁶⁰⁰ these hackings in the tree seemed to have been made with some edged tool sharper than any possessed by the²⁶²⁰ Indians, it at least seems probable that they were made by the Spaniards. At any rate, from the year²⁶⁴⁰ 1540 until the day of his death, Old Pine carried these scars on his instep.

As the average yearly²⁶⁶⁰ growth of the old pine was about the same as in trees similarly situated at the present time, I suppose²⁶⁸⁰ that climatic conditions in his early days must have been similar to the climatic conditions of today. His records indicate²⁷⁰⁰ periods of even tenor of climate, a year of extremely poor conditions, occasionally a year crowned with a bountiful wood²⁷²⁰ harvest. From 1540 to 1762, I found little of special interest. In 1762,²⁷⁴⁰ however, the season was not regular. After the ring was well started, something, perhaps a cold wave, for a²⁷⁶⁰ time checked his growth, and as a result the wood for the one year resembled two years' growth; yet the²⁷⁸⁰ difference between this double or false ring and a regular one was easily detected. Old Pine's "hard times" experience seems²⁸⁰⁰ to have been during the years 1804 and 1805. I think it probable that those were²⁸²⁰ years of drought. During 1804 the layer of wood was the thinnest in his life, and for²⁸⁴⁰ 1805 the only wood I could find was a layer which only partly covered the trunk of the tree,²⁸⁶⁰ and this was exceedingly thin.

From time to time in the old pine's record, I came across what seemed to²⁸⁸⁰ be indications of an earthquake shock; but late in 1811 or early in 1812, I think²⁹⁰⁰ there is no doubt that he experienced a violent shock, for he made extensive records of it. This earthquake occurred²⁹²⁰ after the sap had ceased to flow in 1811, and before it began to flow in the spring²⁹⁴⁰ of 1812. In places the wood was checked and shattered. At one point, some distance from the ground,²⁹⁶⁰ there was a bad horizontal break. Two big roots were broken in two, and that quarter of the tree which²⁹⁸⁰ faced the cliffs had suffered from a rock bombardment. I suppose the violence of the quake displaced many rocks, and³⁰⁰⁰ some of these, as they came bounding down the mountainside, collided with Old Pine. One, of about five pounds' weight³⁰²⁰ struck him so violently in the side that it remained embedded there. After some years the wound was healed over,³⁰⁴⁰ but this fragment remained in the tree until I released it.

During 1859 someone made an axe³⁰⁶⁰ -mark

on the old pine that may have been intended for a trail-blaze, and during the same year another³⁰⁸⁰ fire badly burned and scarred his ankle. I wonder if some prospectors came this way in 1859³¹⁰⁰ and made camp by him.

Another record of man's visits to the tree was made in the summer of³¹²⁰ 1881, when I think a hunting party may have camped near here and amused themselves by shooting at³¹⁴⁰ a mark on Old Pine's ankle. Several modern rifle-bullets were found embedded in the wood around or just beneath³¹⁶⁰ a blaze which was made on the tree the same year in which the bullets had entered it. As both³¹⁸⁰ these marks were made during the year 1881, it is at least possible that this year the³²⁰⁰ old pine was used as the background for a target during a shooting contest.

While I was working over the³²²⁰ old pine, a Frémont squirrel who lived near by used to stop every day in his busy harvesting of pine³²⁴⁰ -cones to look on and scold me. As I watched him place his cones in a hole in the ground³²⁶⁰ under the pine-needles, I often wondered if one of his buried cones would remain there uneaten, to germinate and³²⁸⁰ expand ever green into the air, and become a noble giant to live as long and as useful a life³³⁰⁰ as Old Pine. I found myself trying to picture the scenes in which this tree would stand when the birds³³²⁰ came singing back from the Southland in the springtime of the year 3000.

After I had finished my work³³⁴⁰ of splitting, studying, and deciphering the fragments of the old pine, I went to the sawmill and arranged for the³³⁶⁰ men to come over that evening after I had departed, and burn every piece and vestige of the venerable old³³⁸⁰ tree. I told them I should be gone by dark on a trip to the summit of Mesa Verde, where³⁴⁰⁰ I was to visit a gnarled old cedar. Then I went back and piled into a pyramid every fragment of³⁴²⁰ root and trunk and broken branch. Seating myself upon this pyramid, I spent some time that afternoon gazing through the³⁴⁴⁰ autumn sun-glow at the hazy Mesa Verde, while my mind rebuilt and shifted the scenes of the long, long³⁴⁶⁰ drama in which Old Pine had played his part, and of which he had given us but a few fragmentary³⁴⁸⁰ records. I lingered there dreaming until twilight. I thought of the cycles during which he had stood patient in his³⁵⁰⁰ appointed place, and my imagination busied itself with the countless experiences that had been recorded, and the scenes and pageants³⁵²⁰ he had witnessed, but of which he had made no record. I wondered if he had enjoyed the changing of³⁵⁴⁰ seasons. I knew that he had often boomed or hymned in the storm or the breeze. Many a monumental robe³⁵⁶⁰ of snow-flowers had he worn. More than a thousand times he had beheld the earth burst into bloom amid³⁵⁸⁰ happy songs of mating birds; hundreds of times in summer he had worn countless crystal rain-jewels in the sunlight³⁶⁰⁰ of the breaking storm, while the brilliant rainbow came and vanished on the near-by mountainside. Ten thousand times he³⁶²⁰ had stood silent in the

lonely light of the white and mystic moon.

Twilight was fading into darkness when I³⁶⁴⁰ arose and started on my night journey for the summit of Mesa Verde. When I arrived at the top of³⁶⁶⁰ the Mesa I looked back and saw a pyramid of golden flame standing out in the darkness. (3677)

Key to March O. G. A Test

The new politics will be less political and more cultural. It will think of the culture of its citizens first²⁰ and of the control of its citizens second, knowing that culture brings self-control. Its policy will be more education⁴⁰ and less government. The new politics will not kill culture with the poison of official patronage, but will give a⁶⁰ new impetus to the forces of culture by shifting the emphasis in government from the exploitation of the nation's resources⁸⁰ to the development of the nation's citizens. When the politics of Power is superseded by the politics of culture, the¹⁰⁰ quarrelsomeness that inspires our class conflicts and wars will become less and less. The old politics has specialized in the¹²⁰ quest for material power. The new politics of culture will be essentially cooperative rather than competitive. (136)—Glenn Frank

Making the Choice

From "Your Job"

By Harold Whitehead, of Boston University

The initial step toward choosing a life's work is to find out all you can about the occupations that interest²⁰ you most.

At the Library ask for Ayer's Newspaper Directory. If you live in a small town, you should find⁴⁰ Ayer's in the local newspaper office. Look in the very end of it and you will find a list of⁶⁰ occupations similar to those found in the classified telephone directory. Instead, however, of finding names of concerns under the various⁸⁰ headings, you will find a list of *trade journals*—journals that are published in the interests of the particular trade¹⁰⁰ under which heading they are listed.

Refer to your list of "interesting" occupations and find their equivalents in Ayer's directory.¹²⁰ Then choose two of the best journals quoted in each occupation. The best are generally those with the largest guaranteed¹⁴⁰ circulation. Thus you have a list of, say, sixty trade journals covering your thirty occupations.

You now have the task¹⁶⁰ of writing a letter to the editors of all these journals.

This is the kind of letter to write:

"Dear¹⁸⁰ Mr. Editor:

"I am very much interested in the . . . business, but feel I do not know enough about it to²⁰⁰ judge as to my fitness, in ability and temperament, for it.

"Would you be so kind as to send me²²⁰ a sample copy or two of your splendid journals, so that I may get a definite idea of how this²⁴⁰ business is carried on?

"At the same time could you give me the name of one or two good people²⁶⁰ in the line in this com-



Get A Better Position

Use our expert service. We are in contact with thousands of schools, while you may reach only a few. Leading private schools, public schools, state normals, and more than half of the State Universities have selected our candidates. Don't miss the choice openings. Write for registration blank.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

From East and West

This is written March 1. Since Christmas positions have been offered to eight of our nominees for the high schools of one large city. Six accepted and are teaching there now. They came from Washington, California, Illinois, Indiana, and Virginia. Salaries \$1600 to \$2200. May we help you, too?

THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

Larcom Ave., Beverly, Mass.

munity? Also, could you give me the name and address of the secretary of the²⁸⁰ nearest . . . trade association?

"I purpose subscribing to the trade journal belonging to the trade I go into, but want to³⁰⁰ be sure of my ground before doing so.

"Now I assure you that any favor you extend to me will³²⁰ be appreciated."

Put in the name of the trade in which the journal is interested.

The result of these letters³⁴⁰ will be a stack of trade journals of these thirty occupations, as well as the names of merchants in their³⁶⁰ lines.

Before you read them, write and thank the editors.

Then read the journals, especially the advertising. You will be³⁸⁰ astonished at the amount of information you will get in a short time.

The result will be that certain occupations⁴⁰⁰ will appeal more strongly than ever, while others will not appear so attractive as they did originally.

It is reasonably⁴²⁰ safe to discard those occupations which have lost their attractiveness upon investigation. The result of your study of trade journals⁴⁴⁰ will probably cut your list of "interesting" occupations in two.

We will assume, then, that we have reduced our probabilities⁴⁶⁰ in vocation to fifteen.

The next step is to reduce the fifteen vocations to one—the one you mean to⁴⁸⁰ follow.

From the trade journal editors you have already secured the names of local merchants in the fifteen lines of⁵⁰⁰ business in which you are interested.

Now you have the interesting job of interviewing them. This interviewing is not the⁵²⁰ simple thing you may imagine, for it has a double purpose.

First—get information that will help you to decide⁵⁴⁰ whether or not it is the vocation for you.

Second—if it is the work for you—get a job.⁵⁶⁰

Most young fellows are "scarey" about interviewing business men on such personal matters as their own life's work. To such⁵⁸⁰ I say "Go ahead and interview them." The bigger the man, the more willing he is to help those who⁶⁰⁰ are seriously trying to solve the vital problem of choosing a life's job. I have advised scores of women and⁶²⁰ men to do this and have yet to hear of a single case where help was denied. Employers know the⁶⁴⁰ difficulty of getting interested workers and are glad to help workers to get into jobs in which they are interested,⁶⁶⁰ for it is the interested worker who makes good.

When you call on the merchants in these fifteen different occupations⁶⁸⁰ proceed in this manner:

"Good morning, Mr. ———. Your name was given to me by Mr. ———, the editor of ———, as one⁷⁰⁰ of the leading men in your line in the community.

"For this reason, I've come to ask you if you⁷²⁰ will do me a great favor; that is, tell me something about what one ought to know, and be, and⁷⁴⁰ do, to be a success in your line. I am a man twenty-five years old. I want to get⁷⁶⁰ into a line that I'm fitted for, and your line appeals strongly to me. I don't, however, want to go⁷⁸⁰ to work blindly. I want to know as much as possible about this business so that I can judge as⁸⁰⁰ to my fitness for it.

"You see, Mr. ———, I realize that if I get into something I'm fitted for, I'll⁸²⁰ work harder at it than anything else. If I am interested in my job I'll make good.

"Anything you can⁸⁴⁰ say to me, Mr. ———, will be very much appreciated."

The probability is that he will say, "If I can say⁸⁶⁰ anything to help you I'll be glad to, but I don't know that there's anything I can say—what do⁸⁸⁰ you want to know?"

Here is a list of questions you can ask him:

1. What general education should one⁹⁰⁰ have?
2. What special education should one have?
3. How much physical strength is necessary?
4. Are any of the⁹²⁰ senses—sight, hearing, taste, smell, feeling—especially desirable?
5. What kind of temperament—nervous, sanguine, or phlegmatic, is most desirable?⁹⁴⁰
6. What are the normal hours of work?
7. Is the work regular or seasonal?
8. What is the average⁹⁶⁰ salary for beginners?
9. How old should a beginner be?
10. What is the usual rate of progress? By this⁹⁸⁰ I mean, how often does one advance in position and pay, and what are the advancements?
11. What does a¹⁰⁰⁰ beginner have to do?
12. Is the industry as a whole growing or dwindling?
13. Is the work confining, or¹⁰²⁰ is it out of doors?
14. What do you consider the necessary physical and mental qualities for success?
15. Is¹⁰⁴⁰ there any "best" part of the country for your industry, or do you now work in an established trade center?¹⁰⁶⁰ (This does not apply to the retail trade.)
16. Do you think that I am the kind of chap for¹⁰⁸⁰ your business?

With regard to this last question, ask the business man to be brutally frank. It's better to know¹¹⁰⁰ at once that you are not suited to the business, than to find it out after working at it for¹¹²⁰ a year or two.

When you've got all the information you can get, ask for permission to go over his¹¹⁴⁰ plant. It is astonishing how much one can learn about a job by looking over its surroundings.

The result of¹¹⁶⁰ this investigation will probably reduce your list of "suitable" vocations to half a dozen. It is safe to assume that¹¹⁸⁰ any one of them is suited to your ability and temperament. (1191)

240-Words-a-Minute Champion-ship—Jury Charge

(Continued from the April issue)

—and the evidence offered by the plaintiff are opposed to each⁴²⁰ other. One set of witnesses gives one account of how the accident happened; the other set, that of the defendant,⁴⁴⁰ gives quite another account, and it is for you as a jury to determine upon the evidence where the truth⁴⁶⁰ lies, and then when you have gotten at the truth to determine whether it proves the accident to have happened⁴⁸⁰ solely through the negligence of the defendant and without any contributing negligence on the part of the plaintiff.

You will⁵⁰⁰ appreciate the necessity, therefore, of calling to mind not only the testimony of the witnesses on the stand but their⁵²⁰ appearance and bearing, the way in which they gave their testimony. That test is always an important one in every⁵⁴⁰ case, for it helps you to say, as practical men of the world, whether

a witness is telling the truth.⁵⁶⁰ Again in determining what weight you will give to the testimony of a witness, you should consider whether that witness⁵⁸⁰ has an interest in the case. Mrs. Froelich, for instance, is the plaintiff; Mr. Froelich is her husband; he has⁶⁰⁰ a case here before you which is being tried; he is interested in your verdict. Mrs. Froelich is also interested⁶²⁰ in your verdict, and in determining what weight you will give to the testimony of those two witnesses you should⁶⁴⁰ consider their very deep interest in this case and ask yourselves whether, having that interest, it would influence them to⁶⁶⁰ give testimony so as to give it a color that would favor them. That is a rule which you apply⁶⁸⁰ in your everyday life in determining whether you will believe what a person says; it is a natural rule to⁷⁰⁰ be followed and will greatly aid you in any case that you may have to decide as jurors.

Those remarks⁷²⁰ apply to the defendant also; they apply to both sides. For instance, there were produced here two witnesses for the⁷⁴⁰ defendant, the driver of the bus and the conductor; those are interested witnesses and in determining what weight you will⁷⁶⁰ give their testimony, you should apply the same rule that you will apply to the case of the plaintiffs, and⁷⁸⁰ ask yourselves whether, by reason— (785)

(To be concluded in the next issue)

—○—

"I hold with Walt Whitman that the future of America is to be spiritual and heroic. Your materialism is superficial;²⁰ your nobility of soul is fundamental. Your greatness rests not in your amazing natural resources, your minerals, your oil, your⁴⁰ virgin soil, but in the energy and enterprise of your people. It is your valor of mind and character and⁶⁰ your millions of sane, God-fearing, steadfast homes that will prove your salvation. In that sign you will conquer." (79)

Short Stories in Shorthand

Reciprocity

"I'm sorry, my boy, but I only punish you because I love you."

"I'm sorry, dad, that I'm not big²⁰ enough to return your love!" (25)

Foolish Question

"Were you trying to catch that train?"

"Oh, no; I merely wished to chase it out of the station!" (19)

Too True

Teacher: How many make a dozen?

Grocer's son: Twelve.

Teacher: How many make a million?

Grocer's son: Very few. (19)

His Bill

A colored laborer, doing a hauling job, was informed that he could not get his money until he had submitted²⁰ an itemized statement. After much meditation, he evolved the following bill: "3 comes and 3 goes at 50 cents a⁴⁰ went—\$3." (43)

No Waiting

"Ticket for Albany," said the traveler as he put a ten dollar bill on the counter.

"Change in Kingston," exclaimed²⁰ the railroad agent, as he took the money and handed over the ticket.

"What do you mean, 'change in Kingston?'"⁴⁰ I want my change right here," bawled the impatient and fearful one. (52)

Easy Payment

Patient: Your bill reads: Fifty visits, \$300; medicine, \$40.

Doctor: Exactly.

Patient: Well, I'll pay for the²⁰ medicine and return the visits. (25)



Training Your Typists for Business

(Concluded from page 334)

confidence. He should be encouraged to preserve the record of his scores in timed tests on the different operations. Employers are more interested in the time in which he can write a certain number of letters, do a page of tabulating, or fill in a Deed than in the general statement of the instructor which usually accompanies the application of a student. He is able to furnish this data when he is trained by this method. Furthermore, he is not afraid to give a demonstration if he is asked to do so.

There is satisfaction to everyone in this type of training. When their school days are drawing to a close, and your operators are facing the time when they must leave your watchful care and go out into the "real" office, you look back over the days that have passed with satisfaction and forward to the days that are to come with assurance. Their practising days are over; all they need, now, is a steady faith in themselves. As they close their last day's work with you, you say to yourself, "They have been trained with a definite purpose and they will render a definite service that will be satisfactory." And to them, as they hesitate to leave, "In quietness and confidence shall your strength be."

Writing Tools

Good tools are a help to even the most expert worker. The less expert the worker the greater his need for the best of tools. The proper kind of fountain pen is of the greatest possible assistance to every shorthand writer whether in the classroom or in the courtroom.

The Gregg Writer has designed a fountain pen which is ideally suited for the writing of Gregg Shorthand.

This Official Gregg Shorthand Pen is used and endorsed by two World's Champion Shorthand Writers—Martin J. Dupraw and Albert Schneider.

The price is \$3.50 each. If four or more are ordered and paid for at the one time a discount of 20% may be deducted from the remittance, making the net cost \$2.80 each. These pens are made in but one size, style, and color, as described below. Every pen carries our unconditional, money-back guarantee.

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I am enclosing \$....., for which please send me.....Official Gregg Shorthand Pens (at \$3.50 each), which you guarantee to be the same as that recommended by two World's Champion Shorthand Writers. This pen is to have a rosewood finish, 14K gold nib, a gold roller clip, a gold filler lever, four gold bands, and the Gregg Emblem in two colors of enamel on the cap. If I am not entirely satisfied with this pen after using it for one week, I may return it and you will refund my money.

Name..... Street.....

City..... State.....

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(Also please give us any further details of the address which should appear on the package in addition to the above information, such as a school name, or the number of an apartment.)

Secretarial Studies Intensive Course

Is the Terminal Course that Trains for **PROMOTION on the JOB**

Q's and A's

Q. What do you mean by the statement that Secretarial Studies is a terminal course?

A. We mean it is a finishing course which blends all the skills into a program of accomplishment.

Q. What sort of accomplishment?

A. Billing, letter-writing, organization of outgoing and incoming mail, and many other activities—consult the index to see the wide scope.

Q. But the students learn to bill and write letters in the typing class. Isn't that enough of that sort of thing?

A. No, they are merely learning *how* to write bills, etc. In Secretarial Studies they have to finish a *job*. They are taught endurance and self-reliance, system and responsibility.

Q. Of what future value is such a terminal course to a student?

A. The secretarially-trained student usually gets an initial salary which is ten to fifteen dollars a month greater than what is paid the student with technical skills only. Promotion on the job is much more rapid to the students able to meet the varied demands of their employers.

Q. Doesn't such a course put extra burdens on both pupil and teacher?

A. It need not. As soon as students are typing around forty words with accuracy and writing shorthand at eighty words a minute they are qualified to begin Secretarial Studies as a collateral subject. If students work in pairs, each member of a pair may be responsible for the other member's work, thus all responsibility for checking is taken from the teacher's shoulders.

Q. But how about finding time?

A. Reduce the time in typing and shorthand, making the work more intensive. Or, alternate Secretarial Studies with Business English. Remember that both shorthand and typing are made to function in this course. Examine your schedules carefully to be sure your time allotments are in balance. It is very easy to let an enthusiastic teacher throw an entire program out of balance through zeal to turn out a super-product in a special skill. The business office does not care for supermen in any one skill. It wants balanced workers.

Q. Does not such a course put a financial burden on the student?

A. The total cost of the course is \$1.60 for the Intensive Course—a Pad combining text and laboratory material. If it is given as a correlated part of the general skill training, no extra tuition is paid. The investment of \$1.60 justifies itself by the increase in the initial salary and the assurance of promotion on the job.

Q. Should we put in this course, how would our school benefit?

A. The more efficient your product is, the easier it is to sell. The satisfaction of every firm using your product raises your stock and creates demand. The greater the demand for your product the keener will be the approval of the public that supplies your raw material and of the public that uses your finished product.

Q. What shall I do about this terminal course?

A. Install it as soon as possible in your school. Order the number of copies you want from us or your local dealer and the text itself will do all the rest. We have an excellent Teacher's Manual that will be sent you on request.

————— **Please return this Coupon to the nearest office** —————

Please send me.....copies of Secretarial Studies, Intensive Course, List Price \$1.60. Teacher's Manual supplied without charge.

Name

School

Address

City

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